Name of the tool	Future Classroom Methodology Of Teaching
Origin or ownership of the metho d	The Future Classroom Methodology of Teaching is a new pedagogical model, which was inspired by European Schoolnet and was developed by CREF Education since 2016 for teacher training in all our schools.
Goals of the tool	Future Classroom methodology of teaching is an inspirational learning environment, challenging teachers to rethink the role of pedagogy, technology, and design in their classrooms. In the future classroom, students are encouraged to discover for themselves; they are given the opportunity to be active participants rather than passive listeners. Through six learning zones, visitors can explore the essential elements in delivering 21st century learning: students' and teachers' skills and roles, learning styles, learning environment design, current and emerging technology, and societal trends affecting education.

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How the method corresponds t o the common guiding principles of GRT	The GRT project aims at: ● supporting teachers in establishing creative and innovative learning environments ● improving students' involvement in classes, so to tackle the school drop-out phenomenon. When students are placed in a live classroom, they experience social interactions with peers and establish rapport with teachers. Helping children develop socially is an important aspect of their academic education. Classroom teaching environments help students figure out how to resolve conflicts, work in teams, get along with those from different cultural backgrounds and give presentations in front of peers. Such experiences are valuable in shaping students' communication and listening skills, as well as growing and maturing emotionally. Teaching in a classroom environment opens opportunities for teachers to do more with their lesson plans. Rather than lecture students and make them take notes, classrooms keep children stimulated through interactive and interesting activities. When students are engaged in their studies, they retain more of the material and really learn the information. Classroom teaching also accommodates different types of learners. For instance, students who are visual learners can excel in a classroom setting where theatrical presentations, storytelling or movies contribute to the lessons. Hands-on learners may also do well in a schoolroom. Being creative can help teachers and students to solve problems. This is useful to all because problem-solving is what teachers do every moment of their working day, from deciding on teaching materials, procedures and grades, to adapting an activity that learners are not responding to and helping individuals who are not progressing as they should.
	To keep developing these skills, it is very important to make creativity part of our daily routine rather than an occasional activity. Look at everything we do with a critical eye and consider how our lessons could be made more motivating, productive and interesting for our learners.

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Preparation needed for implementation of the method	The first thing you need to do is looking at the school curriculum and the things the students need to learn, in order to find a DRIVING QUESTION which takes them there. You will not teach them. Just organize their learning process. This question should be open-ended and objective. Driving questions should not be asking students to make something "good" or decide if something is "good" or "bad". It will be important to understand what type of questions you already asked in your classroom. You will probably ask a variety of directed and open ended questions throughout the school day, in different classes, although it will depend on your subject or project work. Open-ended questions, normally, have multiple correct answers and allow. students to approach the question from different viewpoints. It requires students to investigate before answering the question. So, here are the main steps to organize your work in the classroom: ● Brainstorm with the students based on a DRIVING QUESTION. ● Introduction to the DRIVING QUESTION: it can be just oral information, a PowerPoint, or a video. ● Links for useful information and/or books to learn according to the things that the students need to learn. The objective is helping them on giving some orientation for their research. ● Formative evaluation about the learning unity, according to the curriculum and the subject
Materials needed	● A teacher computer ● A projector in the classroom ● Tablets, computers, or mobile phones with internet connection ● School library books
Method description	Education is a process through which we not only build students' confidence in themselves, but also feed their curiosity about the world around them and their role in it. Creative teachers use their creativity to design innovative lessons, create stimulating classroom environments, and engage their students in interesting projects. The teacher must promote freedom and passionate love for the work to prepare the students for the future and encourage them to become innovators. The students have to "learn how to learn".

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Creating a classroom atmosphere in which seeking and solving problems is welcomed, teaching both cooperation and independence, and encouraging questioning and experimentation.

So, Future classroom methodology of teaching is based on the following steps:

a) The teacher is an orientator/mediator. His/her task is not teaching but helping students to achieve the information by themselves.
b) First step: DRIVING QUESTION - Each working moment starts by a brainstorming so that they students can feel motivated to the work. c) Second step: INVESTIGATION – The teacher can give some links in order to help students to find useful information, although they can find it by themselves.
d) Third step: CREATE - The students collected the information, having in mind the driving question and some links or extra materials given by the teacher. Then, they prepare their opinion based on the investigation already done.
e) Fourth step: EXCHANGE – As a group work, students exchange their ideas with other colleagues, about the work done. This situation puts them like in a revision lesson about the things that they need to learn.
f) Fifth step: PRESENT – As a group or individually, depending on the objectives in the classroom, students present their final work. At the end of each presentation, it must be done a class reflection.
g) Sixth step: FORMATIVE ASSESSMENT – the teacher asks students to make their formative assessment, preferentially based on an online tool.

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Detailed instructions	Future Classroom Methodology of Teaching guide **(Example)**: 1. Preparing the Driving Question: make the question engaging. The best questions are easily understood and interesting. They ignite curiosity, making students eager to explore answers. Use MENTIMETER to brainstorming and discuss results with the students. Click: https://www.mentimeter.com/ And enter the code number given by you. Only the teachers need to sign in. 2. Activities to promote creativity and critical thinking skills: based on the student's opinions: present some ideas and choose what driving question is adequate to the planned work, according to the curriculum. Some examples that can be used: http://www.escolasdesesimbra.pt/moodle1/course/view.php?id=75

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3. Give some links to help students in their investigation:

https://www.youtube.com/watch?v=PqxMzKLYrZ4

or

https://www.youtube.com/watch?v=Y3gqoDUtmt4

or

https://www.youtube.com/watch?v=oJAbATJCugs

TEXT FROM NASA:

https://earthobservatory.nasa.gov/features/GlobalWarming

4. Investigation: in groups or individually, depending on the situation, students prepare their work and study. They also can use the school library where they can find interesting books to learn or even their schoolbook.
5. After collecting their things to learn they should exchange information with another group from the class, so that they can make better their final work.
6. Finally, they should present the work to the class, using some type of oral or digital presentation, depending on the situation.
7. After observing all presentations from the class, the teacher asks students to do, individually, a formative online evaluation, using QUIZIZZ:

https://quizizz.com/join

Click, enter the code number and your name
a) Secondary school students (10 questions)
b) Basic school students (9 questions)

Instructional video on future classroom teaching methodology:

https://youtu.be/5H6SDyouvHs

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Experiments, conducted in the different schools, involved in the project	*Adapted lesson plans with the tool:* Any scientific subject - Story Book - Vitor Costa – Portugal Geography Train adventure - Vitor Costa – Portugal Geography+English – Italy IT - Vitor Costa – Portugal Social sciences - Stamps, small pieces of the world - Vitor Costa – Portugal Social sciences Understand yourself - Vitor Costa - Portugal
Evaluation tools	*Questions, which a teacher can use in order to monitor his/her progress with this tool and establish its usefulness and feasibility:* Was it hard to come up with driving questions related to the topics you are teaching? After introducing the activities, was it easier or harder for the students to understand and engage with the material? How eager were they to participate? What is the learning motivation after the lesson? Have there been any changes? Would you personally prefer to have more lessons of this type or to return to traditional lessons? How would you evaluate the usefulness of the tool? What feedback did you receive from the students, if any? Was the adapted lesson more distracting than the regular lesson? Was there a change in the marks of the students, after using the adapted approach? Was there an increase in information retainment?

Annexes

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