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Name of the teacher implementing the test:	Manuela Pita
Grade/class:	6th A
Lesson plan/s tested:	An Indian (and also Portuguese) story/<i>STORIES TO REMEMBER</i>
Instrument/s used for modifying the lesson plan:	English grammar School English book Internet and computers
How exactly did the teacher change the lesson/s?	<p>The lesson was adapted to Future Classroom Methodology of Teaching: the students worked in groups and explored links suggested by the teacher and also did it for free, according to:</p> <ol style="list-style-type: none">1. <u>The Driving question</u>:<ol style="list-style-type: none">a) The prof. Joaquim Saial was invited to my classroom to tell the story based on the title and discussed with the students about the influence of the Portuguese people in India. Students also got to know that our prime-minister (António Costa) is Indian descendent.2. <u>Investigation</u>: I gave links so that students could go to the internet, in groups of four, to explore : https://learn.culturalindia.net/portuguese-in-india.html https://en.wikipedia.org/wiki/Portuguese_India https://knowledgekart.in/blog/portuguese-in-india-a-brief-history/3. <u>Creation</u>: 6 groups of 4 students each started exploring the links that I suggested and others that they found.4. <u>Exchanging</u>: at home, they met other groups and talked about their work (Flipping classroom methodology) ...5. <u>Developing</u>: in the class, during the next lesson, they started working in their own ideas, to organize their presentation.6. <u>Interaction</u>: I went around by the class and discussed with each group about their ideas, so that they could be sure that their work was in the right direction.



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	<ol style="list-style-type: none"> 7. <u>Flipped classroom part II</u> : at home each group prepared their final presentation. 8. <u>Presentation</u>: in the third lesson each group presented the final work. 9. I organized my formative evaluation, based on the students work and evaluated each group, while the students also self-evaluated each other inside the group.
Number of tests and on which dates:	One test only in this class, and it was done on the 25 th January.
Photos, videos and/or screen-shots (if the test/s took place online):	No authorization from my school to put it online or to take photos from my class.

Evaluation of the test

Formal (test):	<i>The students felt much more interested just because I called another person to go to the classroom to tell the story. They asked a lot of questions and were very curious about everything concerned to India and the Portuguese there.</i>
Non formal (interview or observation on the exemplary questions):	<i>The students worked with much more interest in the learning process and their work to present was really good. Also for the final presentations of the group work I invited prof. Joaquim Saial to be there and it increased the students motivation. The students asked for more lessons like this because the interaction with somebody from outside the classroom improved their motivation to learn.</i>



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Name of the teacher implementing the test:	<i>Patrícia Baltazar</i>
Grade/class:	<i>12th year- Story A</i>
Lesson plan/s tested:	1. The totalitarian options: 2.2.2 - Stalinism: planning of the economy, collectivization of the fields.
Instrument/s used for modifying the lesson plan:	<i>Scientific Dialogical Tertúlia based on the text: "Speech read by A. O. Avdienko at the VII Congress of the Soviets, 1935"</i>
How exactly did the teacher change the lesson/s?	<p>Scientific Dialogical Tertúlia is a practice of dialogical reading that consists of a meeting around the scientific literature, in which participants read and debate, in a shared way, the selected text on the theme. The first experiences, emotions or meanings originated from reading become the object of dialogue/joint reflection (egalitarian dialogue), focusing not only on the meaning of the text. The individual experience of reading becomes an intersubjective experience, and the different voices, experiences and cultures generate an understanding that goes beyond that to which one can reach individually. Scientific Dialogical Tertúlia increases vocabulary, improves oral and written expression, broadens reading comprehension, critical thinking and argument ability in all students, producing important transformations. Then, inclusive groups of students (heterogeneous) were constituted, which prove to be very positive, because they promote instrumental learning (in all contents) and also help students in emotional development and promote the values of learning. The teacher only assumes the role of moderator.</p> <p>In the second phase, the students investigated the theme on reference sites (quality/useful feedback). The groups were invited to select a digital tool to develop a conceptual scheme.</p> <p>He was subsequently given the following proposal:</p> <ul style="list-style-type: none">- based on the interventions/reflections/arguments throughout the tertulia and with the research carried out, the groups (based on a selected digital tool) presented the essential learnings inherent to the theme (creativity was appealed). <p>In the end, the work of the groups (argumentation) was analysed by all stakeholders and the skills acquired by the pupils were discussed.</p>
Number of tests and on which dates:	<i>Lesson questions and 1 test - end of November 2021</i>
Photos, videos and/or screen-shots (if the test/s took place online):	<i>Attached the work carried out by an interactive group (each group elegia its leader among peers)</i> https://drive.google.com/file/d/1HyhPRCxZRevnlEhHRX0IjkPHNpb7g_it/view



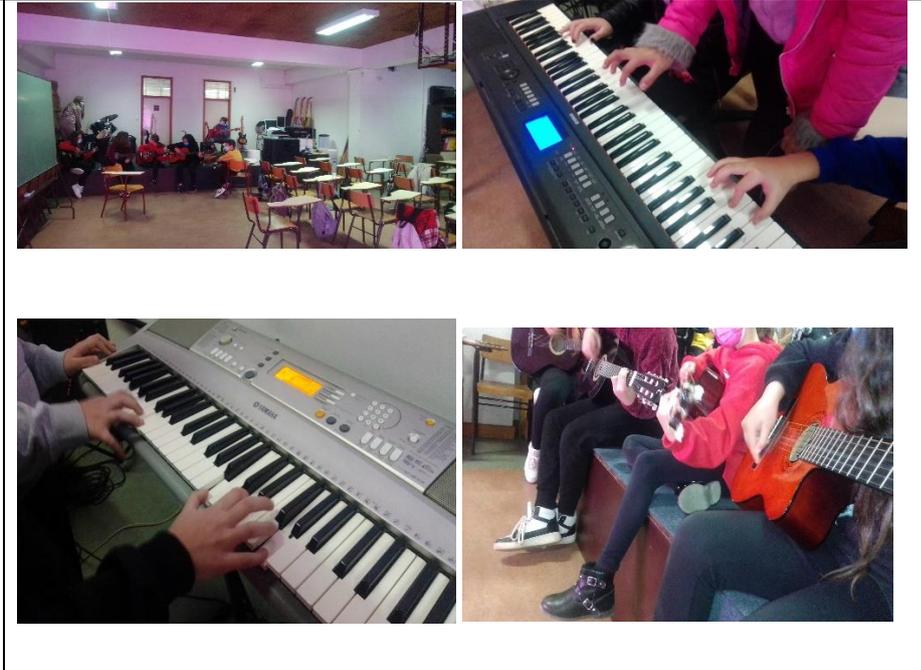
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Evaluation of the test

Formal (test):	Following the reading accustoms students to go directly to the original source and share exactly the author's message. In this reading and deepening exercise, students learn to argue and share experiences and reflections motivated by reading, reinforcing their reading comprehension and oral expression and scientific knowledge. The methodology used allowed this practice to be a successful educational action in relation to other evaluation forms.
Non formal (interview or observation on the exemplary questions):	A satisfaction survey was conducted, and the students considered that this class motivated them more for learning (combining the theoretical part with the practice), improved the relationship between peers and is more dynamic. They also considered that dialogue also considerably increased communication skills, as well as respect for the opinions of others, as an expression of their own reflections and arguments. The various interactions and active participation in the shared construction of scientific knowledge, created an environment in which all interventions are valued and respected. It was considered a space where everyone and everyone is concerned that they can help each other and share values such as respect, tolerance, and solidarity. The students were unanimous in considering that they would like all classes to take place in this way (dynamic classes). All the proposals requested, and the resulting actions were clearly understood by the students.

<p>Name of the teacher implementing the test:</p>	<p><i>Mário Caeiro</i></p>
<p>Grade/class:</p>	<p><i>6th grade</i></p>
<p>Lesson plan/s tested:</p>	<p><i>Practice and instrumental technique with Pop/Rock instruments</i></p>
<p>Instrument/s used for modifying the lesson plan:</p>	<p><i>Introduction to the practice of Pop/Rock instruments</i></p>
<p>How exactly did the teacher change the lesson/s?</p>	<p><i>Practice of Pop/Rock instruments in place of classic Orff instruments normally used in the classroom</i></p>
<p>Number of tests and on which dates:</p>	<p><i>4 Classes</i></p>
<p>Photos, videos and/or screen-shots (if the test/s took place online):</p>	



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Evaluation of the test

Formal (test):	<i>The observation and analysis of videos with Pop/Rock music where the use of different instruments (Pop/Rock) motivated students to a new approach to how to make music. The students proved to be more committed and motivated to carry out the activity, having achieved a very interesting degree of musical and rhythmic performance. This was not so evident with the conventional use of Orff instruments (Flute, xylophones, etc.).</i>
Non formal (interview or observation on the exemplary questions):	<i>It was evident a greater availability, commitment, and interest in the performance of the activity and the sound exploration of musical instruments, as well as for viewing music videos. Thus, the learning and internalization of theoretical contents proved to be more rewarding and significant. This experience and the possibility of students presenting their musical work in the form of a public presentation to the educational community.</i>