Digital Destiny

A project about education for sustainable development & didactical guidelines for teachers

Module 2: Dialogue & interaction

Digital Destiny Five Principles

1) Learning through societal issues

2) Learning through interaction

3) Learning through thinking

4) Learning through meaningful learning

5) Learning through reflection & evaluation

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Welcome, let's check-in with each other!

Contact: let's do a [pictionary](#)!

→ Enter your name or alias
→ Choose your virtual skin of your avatar
→ Click "Play!"

One of you chooses a word and starts drawing, the others try to guess it, **good luck!**

Welcome, let's Menti!

Contract: let's check what you learn from the flipped classroom video!

Go to **menti.com** and insert the **code below**.

Mentimeter

Code: 3349 6495

Welcome, let's Menti!

1. What do we mean with 'interaction'?

✓ dialogue (both synchronous and asynchronous)

✓ engagement with diverse ideas through different modes of communication and expression (such as online content, texts, artifacts and media).

Welcome, let's Menti!

2. Which 3 things can you tackle as a teacher to incite interaction?

- ✓ Stimulate interactions between the learner's perspective and other perspectives.

- ✓ Create a learning environment which promotes and encourages respectful expression of information and opinions.

- ✓ Create a learning environment which promotes experiences in which learners can consider others' perspectives and their own allowing for everyone to grow and change in relation to their learning.

Goals of this module

- Learn/experience the **importance** of dialogue & interaction regarding societal issues.

- Learn how to **create a learning environment** where interaction and dialogue on societal issues is stimulated.

- Experiences **tools** that stimulate interaction and dialogue.

- Experiences how you can create **a blended learning environment** for dialogue and interaction.

- Learn how to **initiate and facilitate dialogue** and how to **implement pluralism** in your teaching.

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1. The why of facilitating dialogue and interaction

2. How to bring societal issues into the classroom?

3. How do you let dialogue and interaction happen in your classroom?

4. Exploring questions to incite dialogue
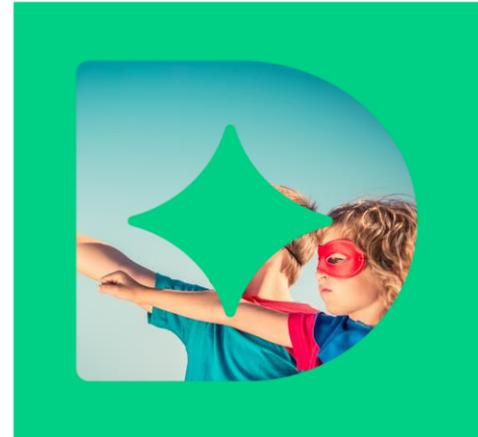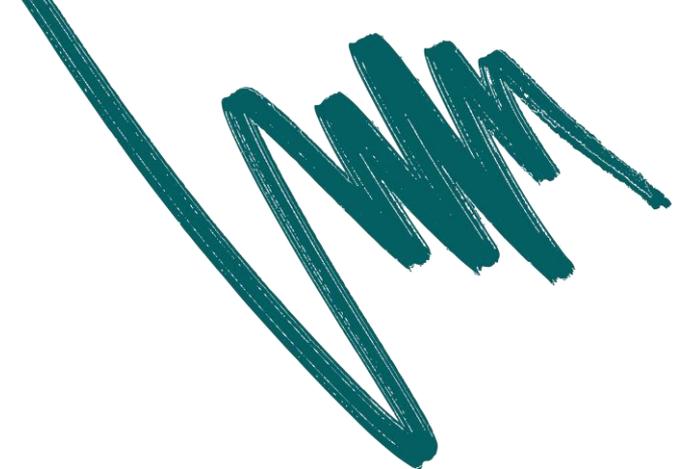
1. The 'why' of facilitating dialogue and interaction

Dilemma on Wednesday:
with which statement do you agree (the most)?

We need technology to solve global warming.

OR

Technology is the cause of global warming.

Dilemma on Wednesday:
with which statement do you agree (the most)?

We need technology to solve global warming.

OR

Technology is the cause of global warming.

5-minute discussion in break-out rooms of four

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Dilemma on Wednesday:
with which statement do you agree (the most)?

We need technology to solve global warming.

OR

Technology is the cause of global warming.

Reflection: how did you discuss?

✓ How did you experience the discussion?

✓ Which challenges did you face in the discussion?

→ Societal issues are **complex problems**.

→ There is **no clear answer**

→ Discussion ≠ dialogue

→ Interesting to talk about it with children and how to handle it in the future.

Two questions you prepared

1. How do you select and bring a societal topic into the classroom?

2. How do you support and encourage dialogue and interaction in the classroom?

2. How to bring societal issues into the classroom?

How to select and to carve?

Ways of selecting a societal issue

1. Teacher brings issue into the classroom **themselves via news/handbook/curriculum**.

2. Teacher **observes/listens to students** and brings their conversations/things that happened in school relating to a societal issue into the classroom.

3. Teacher **lets pupils choose** from several societal issues.

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Ways of carving a societal issue?
Break-out: How would you introduce this topic to your students and incite engagement?

- Case A: documentary

- Case B: cold at home

- Case C: theme "family"

- Case D: a big draught

10-minute break-out room to discuss this question on **Miro**. Each group selects a **representative** to elaborate their approach in **1 minute**.

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Reflection: How would you introduce this topic to your students and incite engagement?

Each group **representative** elaborates their approach in **1 minute**.

Guidelines to carve a societal issue:
LORET = Locally relevant teaching

Two ways of approaching

1. Big societal issues → **locally relevant** societal issue

2. Locally/curriculum relevant topics → locally relevant **societal** issue

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Guidelines to carve a societal issue:
LORET = Locally relevant teaching

Create engagement/a spark for the content of teaching

✓ Provoke **emotional attachment** (personal stories)

✓ **Increase motivation** to think critically, deliberate, to engage in problem solving and experimentation

✓ Deal with **local** sustainability problems

✓ Include **political dimensions** (how is it organized?) and **ethical dimensions** (how does it touch me and my values?)

✓ Use the **right focus** for the teaching (societal + personal): use student personal knowhow

✓ **Stress pluralism**: invite different opinions, bring in conflicting visions, …

✓ create a **knowledge gap**

✓ create **disturbance of a habit**

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Guidelines to carve a societal issue:
LORET = Locally relevant teaching

Stimulate learning through a societal issue by using questioning/actions

✓ **Adding**: add objects, information, different perspectives/experiences, …

✓ **Instructing**: direct and concrete instruction to ensure a conscious and precise focus on broadening and deepening by the pupils e.g., compare, investigate consequences, …

✓ **Confirming**: assignments/questioning to let pupils experience success or failure and that way take further steps.

✓ **Reorienting**: giving an assignment/questioning to reorient the focus of the pupils.

✓ **Generating**: giving assignments/questioning to let pupils come to conclusions, general findings, making decisions, …

✓ **Judging**: giving assignments/questioning to let them judge, express their own point of view, …

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5-minute Coffee break!

3. How do you support and encourage dialogue and interaction in the classroom?

Experiencing different working methods

CARROUSEL

- Method 1: Another world

- Method 2: Yay! Damn!

- Method 3: Hoop in

PLENARY

- Method 4: Wheel of feelings

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Experiencing different working methods
How: three break-out rooms (3 x 15 minutes)

- You stay in your break-out room for the three methods.

- We switch between groups and guide you through the methods.

Another world

Yay! Damn!

Hoop in
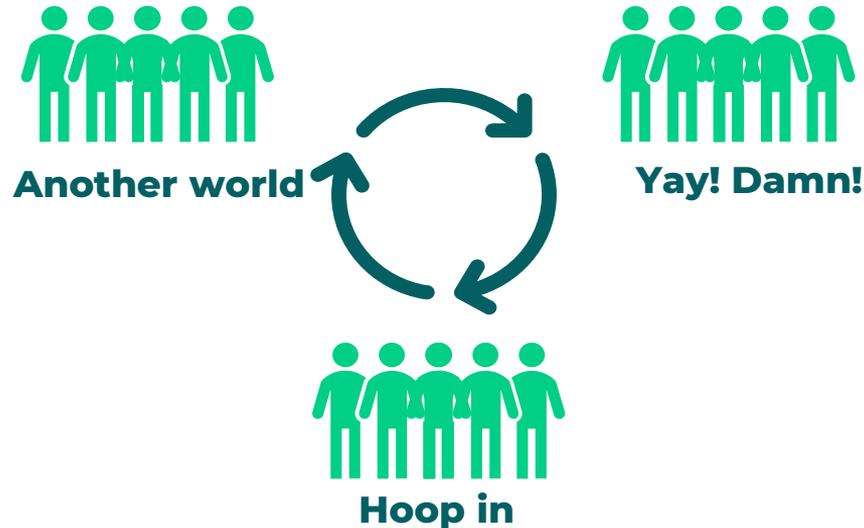
Experiencing different working methods:
Wheel of feelings

Reflection: four different working methods

- What did you think of the working methods?

    → Answer with an **emoji** in Zoom

padlet

- What competences can these activities stimulate/activate/develop?

padlet

- What are possible strengths and weaknesses of each working method?

4. Exploring questions/tips to incite dialogue

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What questions were used in the working methods you just experienced?

Mentimeter
Code: 6246 8163

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Why are these questions effective questions?
Some tips and tricks for effective questioning

✓ Ask open question (no yes/no, there is no wrong or right answer)

✓ Don't ask questions that already provoke a certain answer

✓ Challenge their thinking

✓ Summarise and reformulate their answers

✓ Dig deeper by asking questions out of genuine curiosity

Why are these questions effective questions?
Some tips and tricks for effective questioning

✓ Formulate sentences to support the children's conversation:

  ✓ I think/in my opinion …

  ✓ I (dis)agree with …

  ✓ Linking to …

  ✓ What makes you say… .?

  ✓ What do you mean with … ?

  ✓ How do you see … ?

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Why are these questions effective questions?
Some tips and tricks for effective questioning

✓ Formulate discussion guidelines for the students:

  ✓ Always **respect** each other's ideas (no laughing, protesting, shouting, disrupting…)

  ✓ **Listen** carefully and give proof of listening

  ✓ Invite someone to **contribute by asking a question**

  ✓ **Clarify, summarize, challenge** and **build** upon each other's ideas

  ✓ Be prepared to **change your mind**

Why are these questions effective questions?
Some tips and tricks for effective questioning

Examples of questions:

- ✓ Do you agree, don't agree or have doubts about it? Why? How would you explain …? How does this make you feel? How do you/we relate to this?

- ✓ What exactly do you/he/she/they mean by …?

- ✓ Who is involved? What could he/she/they think/feel about …?

- ✓ What makes you say that …? Can you explain why/how….?

- ✓ What did you learn from …? How did it confirm, strengthen or change your point of view? How would you express the thoughts/ideas or feelings of …?

- ✓ What does … make you think about? What does … make you wonder, what questions raises …? What do you want to know or learn more

What did you learn today?

- The **importance** of dialogue & interaction regarding societal issues.

- How to **create a learning environment** where interaction and dialogue on societal issues is stimulated.

- Experiences **tools** that stimulate interaction and dialogue.

- Experience how you can create **a blended learning environment** for dialogue and interaction.

- Learn how to **initiate and facilitate dialogue** and how to **implement pluralism** in your teaching.

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Exit ticket: What would you share with your colleagues about this session?

Put a post-it on the Miro board

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Assignment for next week

Watch screencast on the website

Watch two clips on YouTube:

- ✓ Clip 1 - https://youtu.be/SycaC14abqI

- ✓ Clip 2 - https://youtu.be/Zc_GjDydpoU

Look and listen: how does the teacher stimulate thinking of the students? Take notes and discuss this during module 3.

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5-minute Coffee break!

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Country break-out rooms:

- **How** was this session for you today?

- What were your **"aha's"** and **"euhms"**?

- What would you **want to try in your classroom** that you experienced today? We encourage you to use the template (website).

Questions and more information?

info@northconsulting.is

https://www.digitaldestiny.eu/

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A cooperation of the following partners

North consulting

Mediawijs vzw

Djapo vzw

University Of Western Macedonia

Intercultural institute Timisoara