

2 PEDAGOGY



Video Activity 1: Dyslexia – The World the Way I See It

<https://www.youtube.com/watch?v=rhygmurlgG0>

Producer: Elliot de Neve
 Uploaded: 29/51/2010
 License: YouTube standard



1 Before watching the video, discuss the following questions.

- a. Do you know anyone who suffers from dyslexia?
- b. Can you name any famous dyslexic people?
- c. Can you mention any symptoms of dyslexia?



2 Now watch the video twice and complete the sentences below.

- a. The boy says everybody is different and mentions activities like
- b. He says he is different with something everybody
- c. Reading is what makes it so hard for someone like him
- d. At school the teacher wants someone to
- e. When his mother asked about the test, the boy told her he
- f. The boy says that those who suffer from dyslexia can see the world better in
- g. The boy says that whenever there is a loss there is
- h. The boy says people with dyslexia are usually very creative and
- i. The boy says that he knows dyslexia is not a but a



3 Now match some of the words/phrases you used to complete the sentences above to the following definitions.

- a. A cause of harm or misery.
- b. To pass a difficult experience or period.



- c. To think in an original or creative way.
- d. To fail to properly appreciate someone/something.
- e. A natural ability or talent.



Video Activity 2: Dyslexia Symptoms

<https://www.youtube.com/watch?v=OXsJXyJWuzY>

Producer: Katie Stanbridge
Uploaded: 02/07/2010
License: YouTube standard

1 *If you want to discover something more about dyslexia, watch the video above.*



Video Activity 3: Introduction to Multiple Intelligences

<https://www.youtube.com/watch?v=3Pc-ogkaQJA>

Producer: TheMicclassroom.com
Uploaded: 06/01/2013
License: YouTube standard



1 *Before watching the video, discuss the following questions.*

- a. What do you know about multiple intelligences?
- b. How many of them are there?
- c. How many of them have you got?



2 *Now watch the video twice and complete this short summary.*

Traditionally, the education system valued two types of intelligence: mathematical and (1) Good students were good at them. Differentiating instructions means meeting the individual (2) of the students. Multiple intelligences celebrate (3) in the classroom by recognising that students learn from multiple (4) points.

There are eight different intelligences:

- | | |
|--------------------------|------------------|
| 1. mathematical-logical; | 5. (6) |
| 2. (5).....; | 6. (7) |
| 3. linguistic; | 7. kinaesthetic; |
| 4. interpersonal; | 8. (8) |

Multiple intelligences allow students to express themselves (9) and teachers to mark assignments more equitably.

There are basically three different ways of using multiple intelligences in class: teacher-centred; (10) and inquiry-based approaches.

Using multiple intelligences in class is not about thematic units or (11) An MI quiz helps the teacher to identify how the students (12) It is available on the web and consists of (13) questions. Students with interpersonal intelligence will enjoy small group (14)


3 Discover more about Multiple Intelligences in the following Further Materials Section and try the quiz.

FURTHER MATERIALS

UNIT 2 - TEACHING AND LEARNING THEORIES

C. MODERN APPROACHES TO LEARNING

THE MONTESSORI METHOD

 **1** Read this short introduction and decide what is original and uncommon in Maria Montessori's life.

When Maria Montessori was born, on 30th August 1870, Italy had just become a united country. At that time, females were not allowed to go to public schools; indeed women belonged to their fathers, husbands and brothers and could not have a bank account or properties, or vote.

However, she was lucky because when she was 7, among the great changes taking place in Italy, girls were admitted to state schools and she was able to attend primary school.

From 1886 to 1890, she went to a technical school to continue her studies because at the time she wanted to become an engineer, and this was unusual as most girls in secondary education studied the classics and became teachers.

Although women could not go to university, the Pope himself interceded for her and she was able to enter the Faculty of Medicine. In 1896, she graduated as the first female physician in Italy, but as a specialist in psychiatry rather than a general practitioner.



M. Montessori



2

Listen to more information about Maria Montessori's life and write the year she made each statement below as in the example.

- "I did not invent a method of education; I simply gave some little children a chance to live." (.....)
- "I had a strange feeling which made me announce emphatically that here was the opening of an undertaking of which the whole world would one day speak." (.....)
- "I have studied the child. I have taken what the child has given me and expressed it and that is what is called the Montessori Method". (.....)
- "I know I shall become a doctor." (1890)
- "The subject of our study is humanity; our purpose is to become teachers. Now, what really makes a teacher is love for the human child; for it is love that transforms the social duty of the educator into the higher consciousness of a mission." (.....)
- "They know intuitively when someone really cares about them. It is only the upper classes that have a prejudice against women leading a useful existence." (.....)



3

Read the following text on the Montessori Method and write a short explanation for each concept listed below.

- a child's individuality
- the joy of learning
- practical life
- the environment
- child-sized



The Montessori Method is a philosophy that respects the unique **individuality of each child**. Montessori believed in the **worthiness**, value and importance of children, and **founded** her method on the belief that children should be free to succeed and learn without restriction or criticism. This approach to education takes into account the needs, talents, gifts, and special individuality of each child. It is a process that helps children learn in their own way at their own pace with the intent to promote the joy of learning. Children who experience the **joy of learning** are happy, confident, fulfilled children. Essentially, Montessori helps develop the gift of each child. The process is methodical and each step in the learning process leads to the next level of learning. When children play, they are learning concepts for abstract learning. Repetition of activities is an integral part of this learning process.

It teaches important skills like **self-reliance** and independence, helping children to become independent by teaching them life skills, which are called **practical life**. Montessori children learn to dress themselves, help cook, put their toys and clothes away and take an active part in their household, neighbourhood and school.

For young children, the Montessori Method is a practical approach to learning. It encourages children to develop their observation skills by doing many types of activities. These include use of the five senses, movement, orientation, coordination, and concrete knowledge that leads to later abstraction. The children learn by doing and experimenting. The **environment**

is specifically prepared for them – everything is **child-sized** to allow them to interact with it freely. The main goal is to provide a child-oriented environment where they can explore, touch and learn, without fear.



4

Read the text and choose the appropriate title for each paragraph.

- | | |
|------------------|-----------------------|
| a. Concentration | d. Order and security |
| b. Curiosity | e. Positive attitude |
| c. Initiative | f. Self-confidence |

GOALS OF MONTESSORI SCHOOLS

The main purpose of a Montessori school is to provide a carefully planned, stimulating environment which will help the child develop an excellent basis for creative learning. The specific goals for the children who attend a Montessori school are presented below.

1.
Children work at their own rate, repeat tasks as much as they like and experience a series of successful achievements that make them look on the learning process as something pleasant.
2.
Tasks are designed so that each new step builds upon what the child has already mastered, thus removing the negative experience of frequent failure. A carefully planned series of successes builds inner confidence in children, assuring them that they can learn by themselves.
3. Effective learning presupposes the ability to listen carefully and to pay attention to what is said or demonstrated. Through a series of absorbing experiences, the child forms habits of extended attention, thus increasing its ability to concentrate.
4. A deep and persistent curiosity is a prerequisite for creative learning. It can be increased by providing the child with opportunities to discover qualities, dimensions and relationships in a rich variety of stimulating learning situations.
5. By surrounding children with **appealing** materials and learning activities **geared** to their inner needs, they become accustomed to engaging in activities on their own. Gradually, this results in a habit of initiative – an essential quality in leadership.
6. Through a well-ordered, enriched but simplified environment, the child’s need for order and security is intensely satisfied. This is the calming effect the environment has on the child.

GLOSSARY



- appealing:** interesting
- founded:** based
- geared:** prepared for
- general practitioner:** the equivalent of Italian “family doctor”
- intercede:** intervene, act in favour of
- physician:** doctor
- self-reliance:** independence from others
- worthiness:** full of good qualities





Montessori Schools today

After years of expression mainly in pre-schools, the Montessori philosophy is finally being used as it was originally intended. In fact, it is a method which serves children at all levels of education. Its practice is always up-to-date and dynamic and a high level of academic achievement is the natural outcome. Today, Montessori teacher training centres and schools exist on every continent, with Montessori parenting classes, “Nidos” (“nests” for infants), infant communities, “children’s houses” (for ages 3-6) and classes for children up to the age of eighteen in public and private schools.

E. LEARNING STYLES

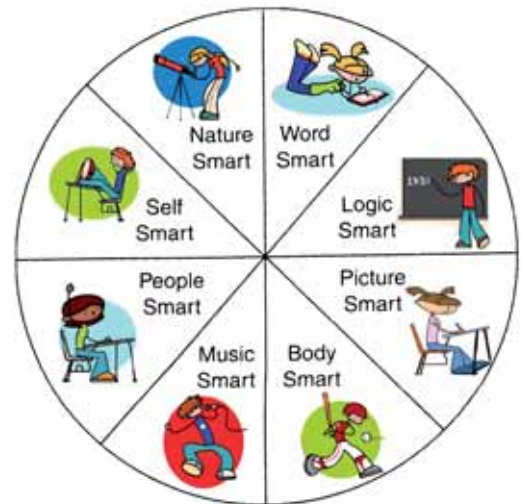
MULTIPLE INTELLIGENCES

5 Read the information below on Multiple Intelligences. Identify your dominant intelligence and decide whether the statements which follow are true (T) or false (F).

In 1983, in **Multiple Intelligences (MI) Theory**, **Howard Gardner** suggested that all individuals have a personal profile which corresponds to the combination of different types of intelligence.

The seven types of intelligence were:

- verbal-linguistic
- logical-mathematical
- visual-spatial
- bodily-kinaesthetic
- musical-rhythmic
- interpersonal
- intrapersonal.



In 1993, Gardner added naturalistic intelligence to the original ones.

| PEOPLE WHO ARE STRONGLY... | LEARN BETTER | ... AND LOVE/ARE GOOD AT |
|----------------------------|----------------------------------|--|
| verbal-linguistic | by reading and/or speaking | reading, writing and talking about things. |
| logical-mathematical | by reasoning and using numbers | solve maths problems. |
| visual- spatial | with images and pictures | art, looking at pictures, reading maps and graphs, finding their way out of a labyrinth. |
| bodily-kinesthetic | through physical sensations | athletics, gymnastics and sports in general. |
| musical-rhythmic | via rhythms and melodies | music, recognizing sounds, timbre and tone. |
| interpersonal | by interacting with other people | mixing with other people, being in a club, playing team games and sharing experiences. |
| intrapersonal | thinking by themselves | getting to know themselves, their strengths and weaknesses, keeping a diary. |

- | | | |
|--|--------------------------|--------------------------|
| | T | F |
| a. According to Gardner there are six types of intelligence. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Every individual has only one type of intelligence. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Every individual has a combination of one or two types of intelligence. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. People with intrapersonal intelligence like to be with other people. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Athletes will have dominant spatial intelligence. | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Writers will have dominant verbal intelligence. | <input type="checkbox"/> | <input type="checkbox"/> |



6

Read the above information again and classify the classroom activities below according to the type of intelligence involved.

cooking – dancing – doing calculations – drawing – group work – individual activities – individual projects – listening to CDs – keeping a diary – mime – negotiating (agreeing/ disagreeing) – online learning – problem solving – reading from a textbook – reading maps and diagrams – painting – pair work – playing a musical instrument – playing games – playing music – pronunciation activities – puzzles – role plays – scientific demonstrations – singing – storytelling – watching videos – word games

| INTELLIGENCE TYPE | CLASSROOM ACTIVITY |
|----------------------|--------------------|
| Verbal-linguistic | |
| Logical-mathematical | |
| Visual-spatial | |
| Bodily-kinesthetic | |
| Musical-rhythmic | |
| Interpersonal | |
| Intrapersonal | |



7

Write true (T) or false (F) for each statement below. If a statement is only sometimes true or false, leave it blank.

MULTIPLE INTELLIGENCE TEST

1. I prefer drawing a map to giving verbal directions.
2. I can play (or used to play) a musical instrument.
3. I listen to different kinds of music when I am happy or sad.
4. I can do mental calculations.
5. I like working with computers.
6. I learn new dance steps fast.
7. I find it easy to express my opinion in a discussion.
8. I enjoy listening to the teacher or a public speaker.
9. I never get lost.
10. I could not live without music.
11. I understand visual (road signs and maps)

12. I like puzzles and games.
13. I learnt quickly how to ride a bike.
14. I can't stand illogical statements.
15. My sense of balance and coordination is good.
16. I often identify patterns and relationships between numbers.
17. I enjoy building models (or sculpting).
18. I'm good at understanding the meaning of words.
19. I can mentally visualise an object from various positions.
20. I often connect a piece of music with some event in my life.
21. I like working with numbers and figures.
22. I like looking at shapes and buildings.
23. I like to hum, whistle or sing in the shower or when I'm alone.
24. I'm good at athletics.
25. I'd like to study the structure and logic of languages.
26. I'm usually aware of the expression on my face.
27. I'm sensitive to the expressions on other people's faces.
28. I recognize my attitudes and moods.
29. I am sensitive to the moods of others.
30. I have a good idea of what others think of me.

(Adapted from the website of the Statewide Parent Advocacy Network, Newark)



8

Now put a tick (✓) in the numbered position of each T statement in the table below, and add up the ticks in each column. The statements are grouped according to intelligence type: the column with the highest number of ticks will show your dominant intelligence.

| (A) VERBAL-LINGUISTIC | (B) LOGICAL-MATHEMATICAL | (C) MUSICAL-RHYTHMIC | (D) VISUAL-SPATIAL | (E) BODILY-KINESTHETIC | (F) INTRAPERSONAL | (G) INTERPERSONAL |
|-----------------------|--------------------------|----------------------|--------------------|------------------------|-------------------|-------------------|
| 7 | 4 | 2 | 1 | 6 | 26 | 27 |
| 8 | 5 | 3 | 9 | 13 | 28 | 29 |
| 14 | 12 | 10 | 11 | 15 | | 30 |
| 18 | 16 | 20 | 19 | 17 | | |
| 25 | 21 | 23 | 22 | 24 | | |
| TOTAL: | TOTAL: | TOTAL: | TOTAL: | TOTAL: | TOTAL: | TOTAL: |

How to read your score:

- a total of 4 in any column from A to E indicates strong ability;
- a total of 1 or more in column F or G also indicates ability.



9

In 80-100 words comment on the following quotation from William G. Spady.

“All students can learn and succeed, but not all on the same day in the same way.”

UNIT 3 - TEACHING AND LEARNING IN ACTION

A. CLASS MANAGEMENT



1

Discuss the following with a partner or in groups and decide which type of problem (subject, language, skills, cognitive ability, culture) the teacher is dealing with. Give a reason for your choice.

- a. The teacher provides a glossary of difficult terms.
- b. The teacher uses pictures and visual aids.
- c. The teacher avoids talking about religion or politics.
- d. The teacher gives a short writing activity when students finish a reading activity.
- e. The teacher often revises basic vocabulary.
- f. The teacher provides summaries of topics studied the previous year.

TEACHING SPECIAL NEEDS



2

Read this extract from an EU brochure on the Grundtvig project in 2007. Who does the Grundtvig programme address to?

LIFELONG LEARNING PROGRAMME – GRUNDTVIG

Europe is undergoing a major transformation. Knowledge and the innovation it sparks are its most valuable assets in today’s world economy. Lifelong learning and the accessibility and quality of Europe’s education and training systems play a decisive role in the ambitious goal of transforming the EU into a dynamic, knowledge-based economy.

Lifelong learning requires many fundamental skills: the ability to pursue and continue learning and to organise one’s own learning process. Basic skills such as literacy, numeracy and ICT skills are needed in order to assess, gain, process and assimilate new knowledge and skills. European citizens also face new challenges: language skills and multicultural competences are becoming more important on the European labour market and in European societies which are made up of a wide variety of traditions and cultures. New technologies change work processes and require additional skills.

Traditional family patterns are called into question and the “ageing society” also creates new challenges.

The *Grundtvig* programme addresses the teaching and learning needs of those involved in adult education; it aims to provide new learning opportunities for all, especially adults at risk of social exclusion and older workers. It brings together learners, teachers and organisations in adult education and enables them to exchange experiences, learn from each other and develop new approaches in adult education.

(From http://ec.europa.eu/dgs/education_culture/publ/pdf/grundtvig)



3

Read the text again and match each underlined word with its synonym.

- a. computer:
- b. undertake:
- c. evaluate:

- d. getting older:
- e. reading and writing:
- f. starts to develop:
- g. using numbers:
- h. resources



4

Read the text again and choose the correct alternatives below.

1. Lifelong learning plays an important role in transforming Europe into a
 - a. world economy.
 - b. knowledge-based economy.
 - c. dynamic economy.
2. Lifelong learning requires
 - a. basic skills in literacy, numeracy and ICT.
 - b. basic skills and the ability to organise one's learning.
 - c. the ability to organise one's learning and basic skills to acquire new knowledge.
3. New skills like are required.
 - a. language skills, and multicultural and technological competences
 - b. knowing different cultures and traditions
 - c. technological and multicultural skills
4. The Grundtvig program addresses
 - a. adults at risk of social exclusion and older workers.
 - b. teachers and organizations working with adult learners.
 - c. all those involved in adult education.

