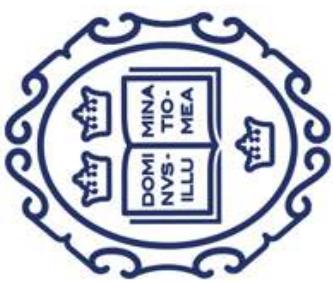


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Teacher Training Workshops with Oxford

The Oxford Academy is an ongoing series of seminars designed to bring Oxford expertise to schools and groups of teachers all over Italy. These interactive workshops were specifically developed to support teachers to confront some of the key challenges they face in the 21st-century classroom.

SHAPING learning TOGETHER

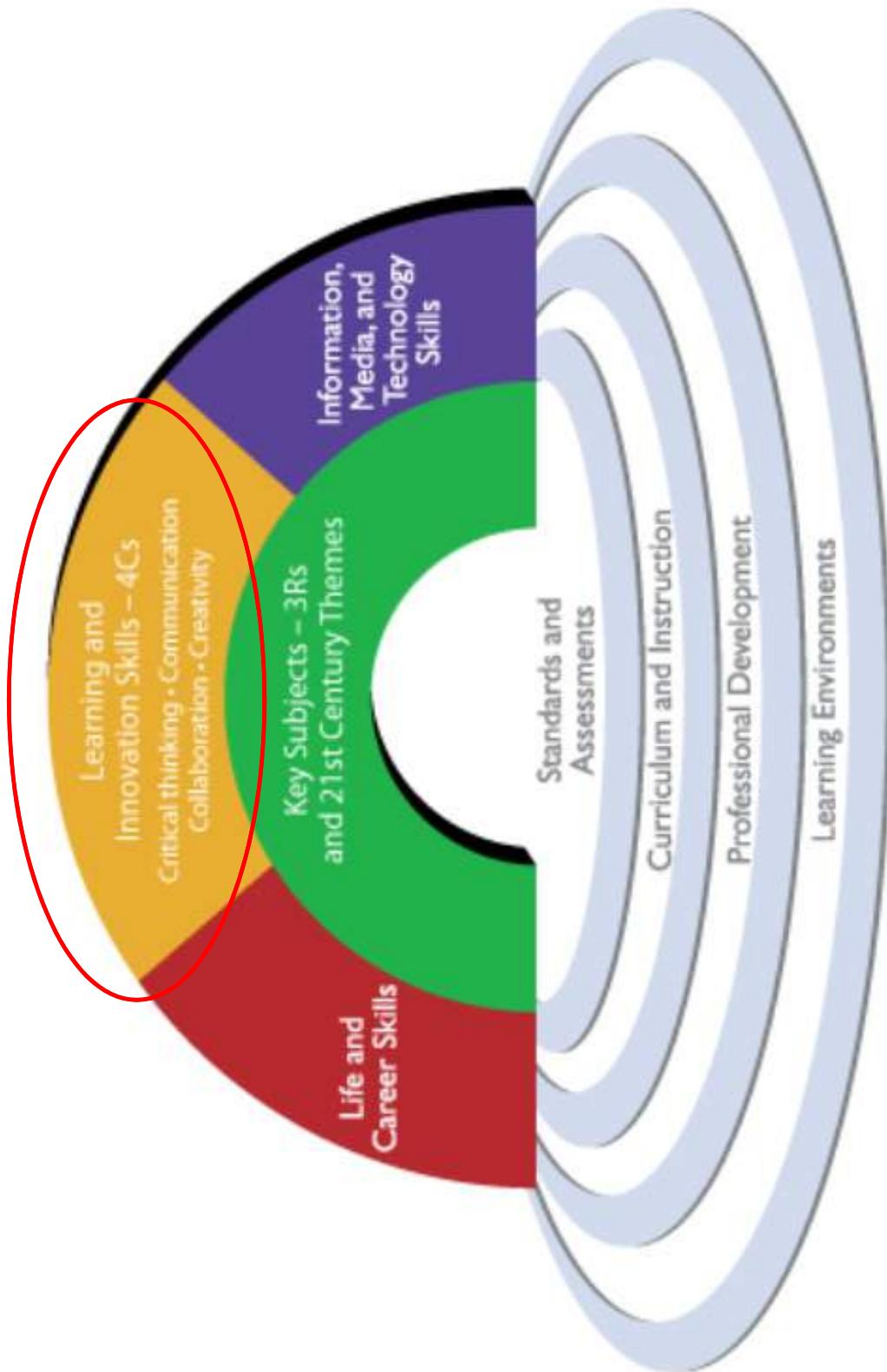
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Competences & Compiti di Realtà in the 21st century classroom

Donatella Fitzgerald, Christopher Morley
2017

P21 Framework for 21^o century learning

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What

are competences

Why

teach competences

How

**Classroom ideas and
support available
from OUP**

What

are competences?

Match a-b with the correct explanation.

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- a. abilità
- b. conoscenze
- c. competenze

1. Indicano il **risultato** dell'assimilazione di informazioni attraverso l'apprendimento. Sono l'insieme di **fatti, principi, teorie e pratiche**, relative a un settore di studio o di lavoro; Sono descritte come teoriche e/o pratiche.

2. Indicano la comprovata capacità di **usare conoscenze, abilità e capacità** personali, sociali e/o metodologiche, **in situazioni di lavoro o di studio** e nello sviluppo professionale e/o personale; Sono descritte in termini di **responsabilità e autonomia**.

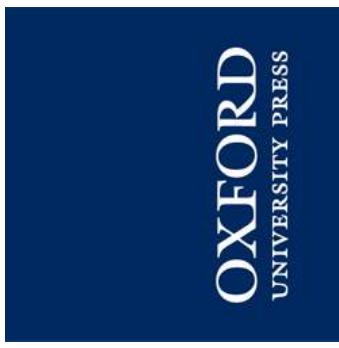
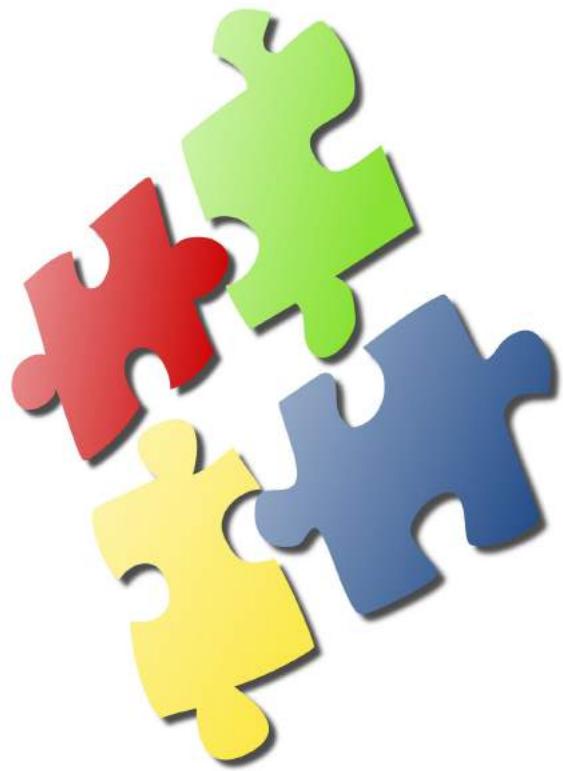
3. Indicano le capacità di **applicare conoscenze e di usare know-how per portare a termine compiti e risolvere problemi**; Sono descritte come cognitive (uso del pensiero logico, intuitivo e creativo) e pratiche (che implicano l'abilità manuale e l'uso di metodo, materiali, strumenti).

So competences are...

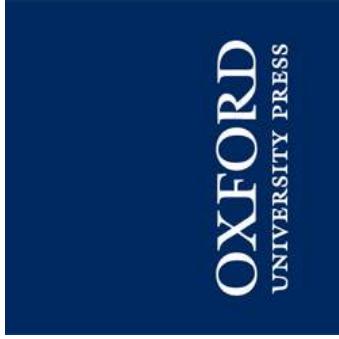
**...a combination of knowledge,
skills, behavior & values.**

“Una competenza è la capacità comprovata di utilizzare conoscenze, abilità e capacità personali, sociali e/o metodologiche, in situazioni di lavoro o di studio e nello sviluppo professionale e personale.”

(Education qualifications framework)



A point of confusion



Linguistic Competences



Key Competences



Reading/Writing

Listening/Speaking

Interdisciplinary

Practical life skills

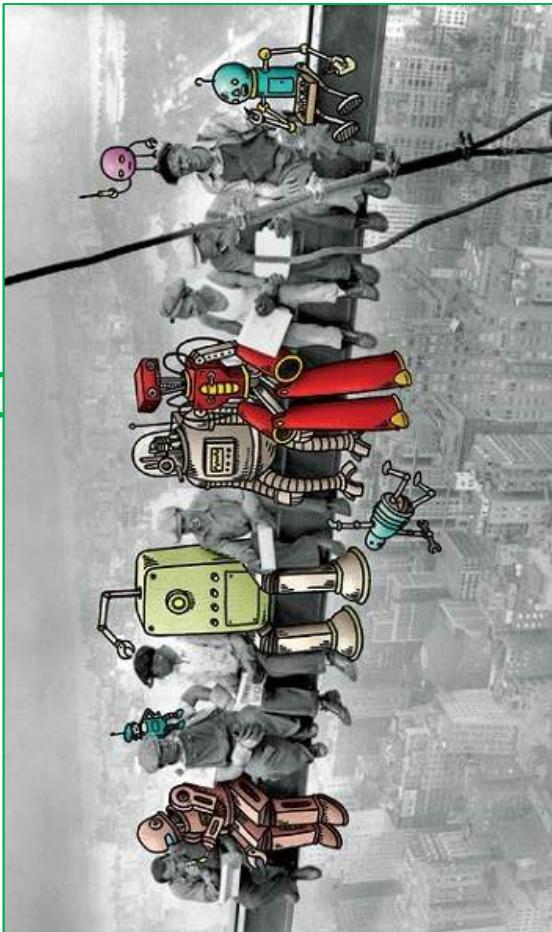
teach competences

Why

Jobs in 10 years time...

Privacy managers?
making sure your social media presence is secure

Nano-surgeons?
Amnesia surgeons who can remove bad memories
Doctors who pad memories



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Robot mechanics?

“We are currently preparing children for jobs that don’t yet exist, to use technologies that haven’t yet been invented and to solve problems that we don’t even know are problems yet.”

(Karen Sewell, New Zealand Education Secretary)

Therefore.....

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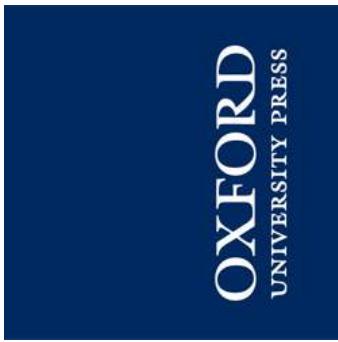
- ✓ We need to support strategies that will enable students to **continue** learning throughout their lives
- ✓ Young people need to capable of relating to others and managing themselves
- ✓ We need to value innovation, inquiry and curiosity

What does this mean for the future?

The future of education is
competence orientated

(Ball, Kelly, Clegg, 2015)

How have the EU and the MUJR
reacted?



Le 8 competenze chiave per l'apprendimento permanente (EU)

1. *Comunicazione nella madrelingua*
2. *Comunicazione nelle lingue straniere*
3. *Competenza matematica e competenze di base in scienza e tecnologia*
4. *Competenze digitale*
5. *Imparare ad imparare*
6. *Competenze sociali e civiche*
7. *Spirito di iniziativa e imprenditorialità*
8. *Consapevolezza ed espressione culturale*



Le 8 competenze chiavi di cittadinanza

D.M. N. 139/2007

1. *Imparare ad imparare*
2. *Progettare*
3. *Comunicare*
4. *Collaborare e partecipare*
5. *Agire in modo autonomo e responsabile*
6. *Risolvere problemi*
7. *Individuare collegamenti e relazioni*
8. *Acquisire ed interpretare l'informazione*

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Classroom ideas and
support available from
oup



How

Oxford & competences



Certificazione
delle
competenze

Practical
examples in
coursebooks

Competences
builder

Prove delle
competenze

Programmazione
per
competenze



The 21st Century Teacher

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CLIL!

State exams!

TECHNOLOGY!

Competences!

BES!



How can we develop our students' competences?

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ICT and digital resources



Student autonomy



Constructive learning



Group work and project work



Imparare ad imparare

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**“Success in the 21st century requires
knowing how to learn.”**

Karen Cator

Office of Educational Technology

U.S. Department of Education



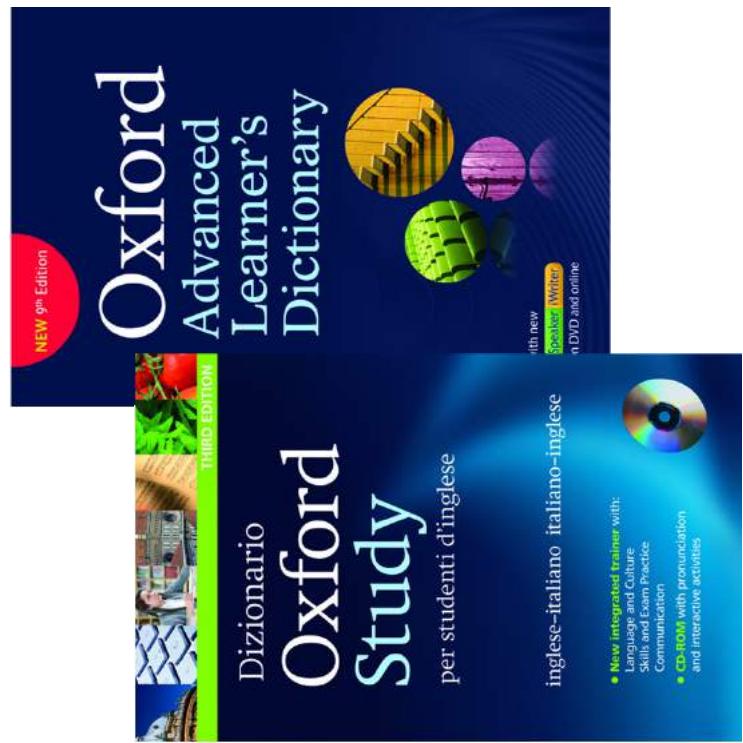
Knowing how to learn involves:

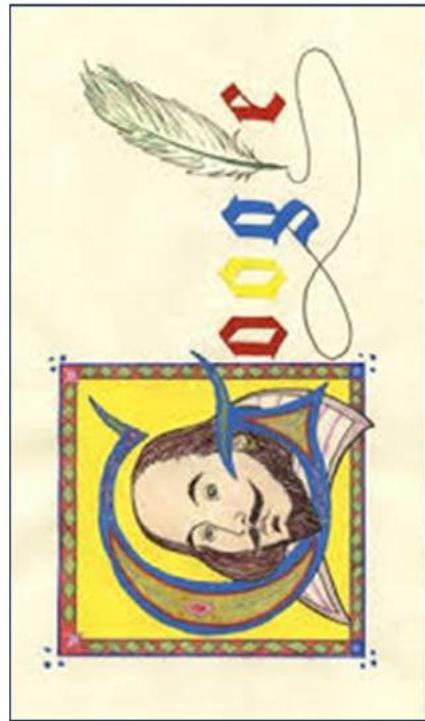
- Responding to feedback
- Knowing **how to read/listen** in different situations
- Being self-aware
- Understanding how to organize learning

Don't forget dictionary skills!

They can help students to.....

- study independently
- analyze, synthesize and evaluate materials
- research and solve problems





To Google,
or not to Google...•••

+ You **Search** Images More ▾



google translate

Web News Videos Images Shopping More ▾ Search tools

English ▾



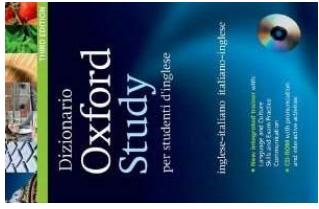
Italian ▾



have a chip on your
shoulder



Oxford Study Dictionary



vodafone IT 3G Inglese-Italiano 16:42 28%

shoulder

< should >

shoulder

/'ʃʊldə(r)/

sostantivo

A • shoulder

C • shoulder blade

E • shout

G • shove

I • shovel

K • show

M • show business

P •

R •

T •

shoulder blade

sostantivo verbo

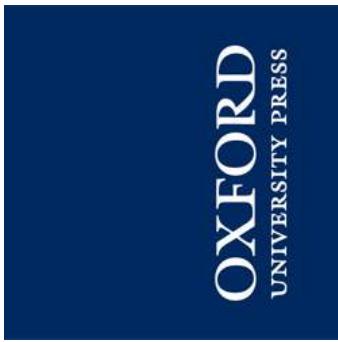
Vedi anche **hard shoulder**

ESPRESSIONI
have a chip on your shoulder
(informale) provare risentimento



Quiz time!

1. Can you give 4 synonyms of the word ‘photograph’?
2. What is the plural of ‘ox’?
3. If I am feeling ‘over the moon’, am I angry, bored or happy?
4. What is the antonym of ‘satisfied’?
5. Which form of the verb is correct? ‘linguistics is/are becoming more and more important nowadays’
6. Is the word ‘defunct’ an example of formal or informal language?



Dictionary activities on the Oxford Teachers Club

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Lesson Plans

- Dealing with easily confused words PDF (469 KB)
- The iWriter: Writing a Report PDF (951 KB)
- The Oxford 3000™ – a lesson about crime PDF (684 KB)
- Word origins PDF (658 KB)
- Dictionary Advice PDF (149 KB)
- Expanding your vocabulary with Synonym notes PDF (264 KB)
- New words PDF (347 KB)
- Using the Language Bank notes PDF (755 KB)
- Writing a comparison essay PDF (698 KB)
- Expanding your vocabulary with Oxford 3000 PDF (322 KB)
- Topic Collocations - email and the internet PDF (940 KB)
- Writing a letter of complaint PDF (489 KB)
- Find the noun PDF (568 KB)
- Using the Language Bank notes PDF (264 KB)
- Boost your vocabulary: Using pictures PDF (468 KB)
- Boost your vocabulary: Synonyms PDF (1 MB)

Using your dictionary to improve your pronunciation

- PDF (562 KB)
- Boost your vocabulary: Idioms and phrasal verbs PDF (605 KB)



Dizionario

Oxford Study

per studenti d'inglese

inglese-italiano italiano-inglese

- New integrated themes with language and Culture Skills and Exam Practice Communication
- CD ROM with pronunciation and interactive activities



The Oxford 3000 PDF (567 KB)

Imparare ad imparare: Other classroom ideas

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- At the end of the week students write down something they have learnt – reflecting on their learning
- Teacher writes a ‘tip’ on the board to help students do the activity in the right way (tips can be found in all OUP titles)
- Making use of reflection activities and self-evaluation checks

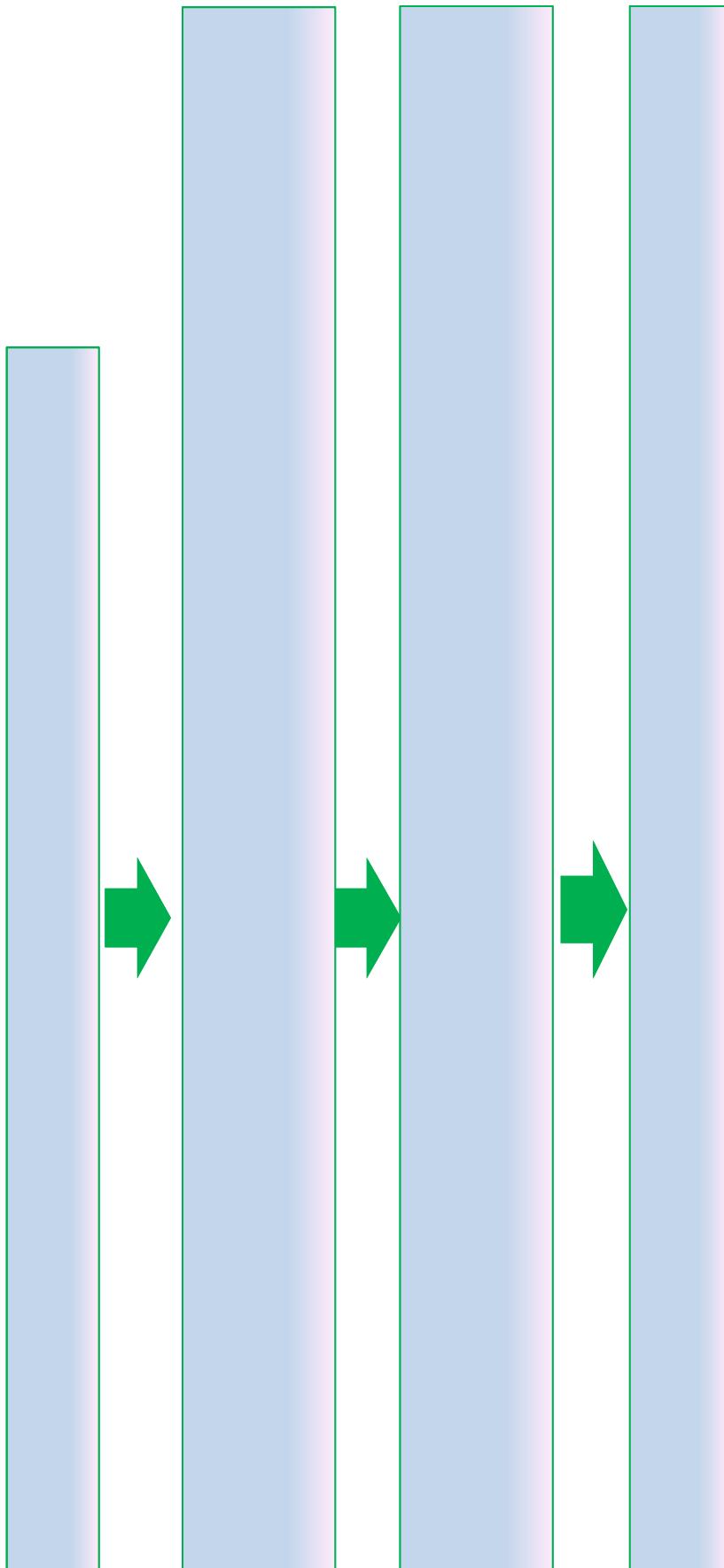
Comunicare

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Creating time for Oral Presentations

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Functional Language

- Making suggestions
- Ordering food & drink
- Apologising
- Asking for & giving directions
- Asking for permission

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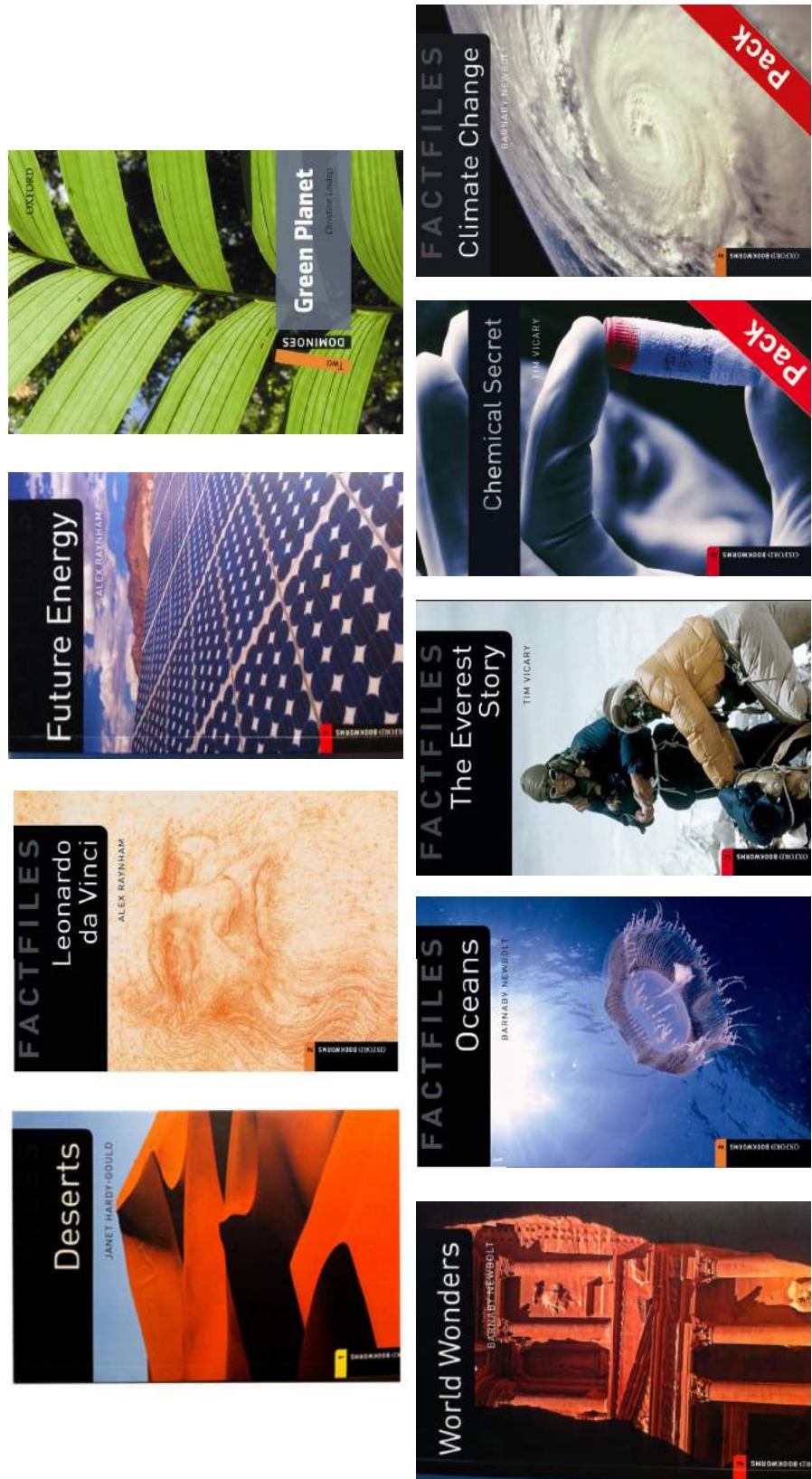
Communicare: Other classroom ideas

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- **Jigsaw tasks** – Different students given different information about the topic they are studying. They interview each other to find all the relevant information
- **Telephone conversations** – In pairs, students sit back-to-back and pretend to hold a smartphone. They then role play a conversation about a certain topic. Useful for practicing functional language.

Individuare collegamenti e relazioni

Can you find a link between all these titles?



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A Class Library Project for Schools

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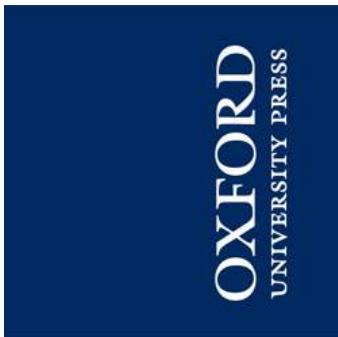
BRITISH
COUNCIL





What are the benefits?

- increased motivation
- inclusivity
- improved performance in English
- improved performance in other subjects



www.oup.com/elt/readon

Reading: Other classroom ideas

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- Pre-reading  
 - use the internet to research authors and books
 - Read the blurb and predict what will happen
- Post reading  
 - students create posters about their favourite books
 - mini book-fair, where students 'sell' their favourite books to their classmates



Guess the book from the blurb

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«Ishmael is a sailor from New York. With Queequeg the harpooner he takes work on Captain Ahab's whaling-ship, the Pequod. The ship's first mate, Starbuck, wants to hunt whales for their oil...»

Moby Dick (Oxford Dominoes – Starter)

«His mansion on Long Island blazes with light, and the beautiful, the rich, and the famous drive out from New York to drink his champagne and party all night long, but he wants just one thing – to find again the woman of his dreams...»

The Great Gatsby (Oxford Bookworms – level 5)

Agire in modo autonomo e responsabile

Answer the following questions:

1. Who chooses the activities?
 2. Who decides when to stop an activity?
 3. Who do the students speak to?
 4. Who writes on the board?
 5. Who operates the equipment?
 6. Who chooses the seating arrangements and moves the chairs and tables?
 7. Who gives explanations?
 8. Who selects the pairs and groups?
 9. Who chooses the homework?
- | Points: | |
|---------|--------------|
| 1 | Never me |
| 2 | Sometimes me |
| 3 | 50/50 |
| 4 | Usually me |
| 5 | Always me |

Agire in modo autonomo e responsabile: Other classroom ideas

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- Start giving certain student classroom roles (giving out pencils/writing the date on the board etc.)
 - tip: this is also an effective method of including BES students
- Set up a ‘buddy system’, usually a weaker student goes with a stronger student
- ‘Be the teacher’ activity where a group of students are responsible for teaching a grammar point to the rest of the class. Usually used as a revision activity.

Competenze digitali: Other classroom ideas

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- Students research information on the unit topic before starting the unit.
- Students use programs such as Microsoft word and powerpoint for presentation activities
- Giving students the opportunity to create digital content through photos and videos.

Read On! digital projects:

https://elt.oup.com/feature/it/read_on/student_projects?cc=gb&selLanguage=en

Collaborare & partecipare

- Discussions
- Pair/Group work
- Projects

Have your say 21st-century skills

- 7 a In pairs. Write a list of typical rules from parents about using computers at home. T
- 1. You mustn't surf the Internet for more than two hours a day.

b Discuss which rules you agree or disagree with and why.

c What other rules do your parents have that you agree or disagree with? P

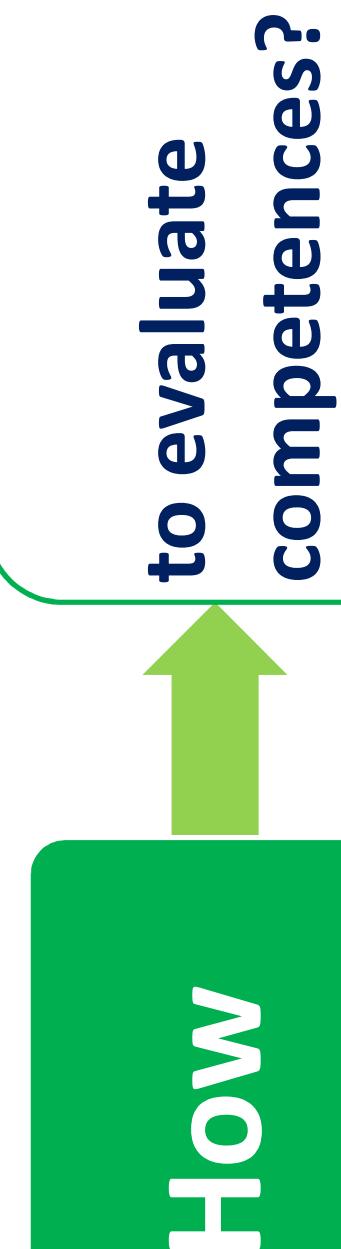
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Venture

Collaborare: Other classroom ideas

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- Information gap activities – students have information that other students don't have. They have to complete the text by finding the missing information from others.
- Interviews – instead of class discussions, students interview each other using the questions in the book and present their partners answers to the rest of the class



**“Evaluating not what students know but
what students know how to do with what
they know.”**

Grant Wiggins
President of Authentic Education, New Jersey

Compiti di realtà

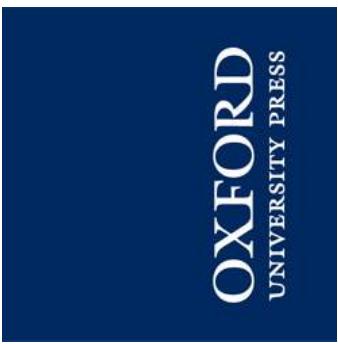
« Compiti che richiedono l'allunno di risolvere una situazione nuova utilizzando le conoscenze e le abilità acquisite durante l'attività didattica quotidiana»

‘Plan a strategy
to...’

‘Organize a visit
to...’

‘Create an
advert/leaflet for...’

‘Prepare a
presentation on...’





In order for a task to be an authentic compito di realtà, there are 2 important requirements....

- ✓ There is an actor, a recipient, a medium and a Objective
- ✓ That the task is done within the frame of an authentic 'real life' situation

Stages

- **Plan:**

- Students get into groups
Roles?

- **Development:**

- Students brainstorm and think of ideas
research? interview people/internet research/reading

- **Creation:**

- Students prepare the final task
Digital content? photos/videos

- **Production**

- Groups present their task
Feedback and class discussion

The role of the teacher

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- Teacher:

- Facilitator
- Creates an organized class environment
- Checks progress

- Students:

- collect information
- create and present end product

Let's have a look at an example...

insight

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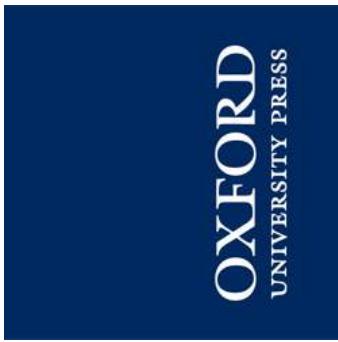
SPEAKING Work in groups. Choose a snack you eat at school and design a leaflet for an eco-friendly version of that snack. Use the ideas below to help you.

- its place of origin ■ how people make it ■ the distance it travels ■ information about the packaging

Compare your leaflets as a class. Decide which snack has the biggest carbon footprint and which has the smallest.

The stages....

- **Students** get into groups
 - Roles: researcher/designer/presenter/digital expert
- **Students** have time to discuss ideas for their eco-friendly snack and research their idea.
- **Students** design their leaflet. The teacher monitors, giving help when needed.
- **Students** present their leaflet
- **Students** decide which group's snack has the smallest and largest footprint



What competences are involved in a compito di realtà?

Imparare ad imparare

Students learn how to organize their own work

Progettare

groups have to plan their work before starting

Comunicare

often an oral presentation of their project is required, and there is discussion of the projects

Collaborare e partecipare

students work in groups with clearly defined roles

Agire in modo autonomo e responsabile

students are responsible for the task and the teacher plays a more passive role

Risolvere problemi

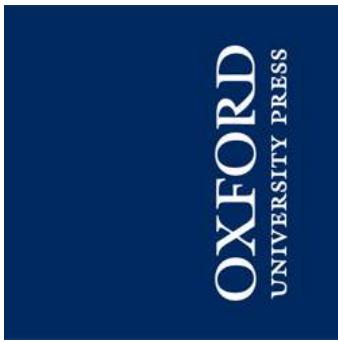
The essence of the task is resolving a real life situation

Individuare collegamenti e relazioni

Students connect and apply their work to the real world

Acquisire ed interpretare l'informazione

48 Students have to analyze the information they are given



Quiz

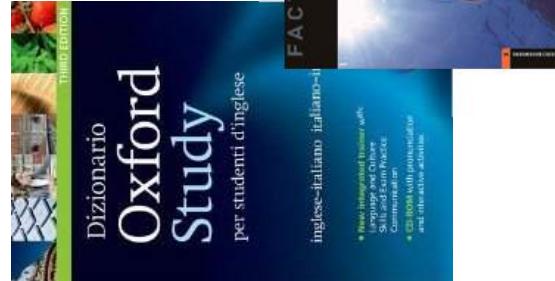
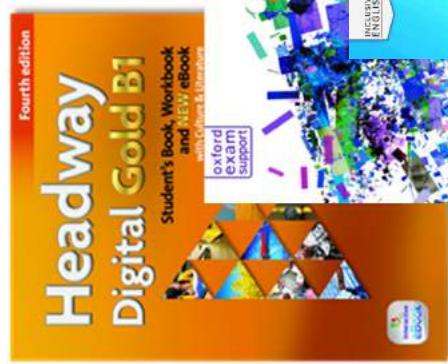
In pairs, answer the questions.

1. What is a competence?
2. What are the *8 competenze chiavi di cittadinanza*?
3. Which competence encourages students to reflect on their own learning?
4. What are the 2 golden rules of a compito di realtà?

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Think competences...

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...think Oxford!

Useful links:

- PISA Italy key findings
<http://tinyurl.com/znwec82>
- EQF Levels
<http://tinyurl.com/htxmd3h>
- EU competenze chiave
<http://tinyurl.com/jsavjv3>
- MIUR competenze chiave
<http://tinyurl.com/zlfn59z>
- Certificazione delle competenze
<http://tinyurl.com/jlgkygg>
- www.oup.com/elt
- www.oupeltglobalblog.com
- www.oup.com/elt/oxfordteachersclub
- www.oup.com/elt/readon

