



# Sztojcssevné Fekete Mária

Educating for the 21st Century – re-imagining our schools for our children's future

Oktatás a 21. században - az iskolák újragondolása gyermekeink jövőjéért

Twin English Centre

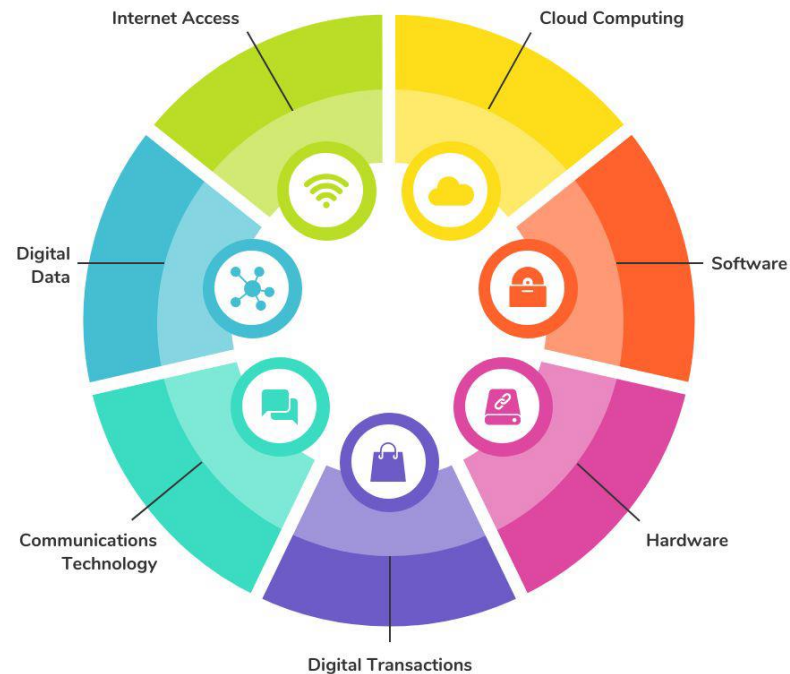
Dublin, 2022. júl.24 - aug. 6.

# Educating for the 21st Century – re-imagining our schools for our children’s future – week1

Monday	Tuesday	Wednesday	Thursday	Friday
Induction, Orientation and Needs Analysis <ul style="list-style-type: none"> <li>- Class Timetable</li> <li>- Icebreaker</li> <li>- Overview of Course and changes</li> </ul>	Lesson Design through Tech ( <u>Technology for Teachers</u> ) <ul style="list-style-type: none"> <li>- Overview of useful apps for teachers</li> <li>- Lesson activities with teachers</li> <li>- Activity design with tech</li> </ul>	Digital Classrooms and Google Tools ( <u>Technology for Learners</u> ) <ul style="list-style-type: none"> <li>- Introduction to VLE</li> <li>- Intro to G Suite</li> <li>- Using G Tools to run classrooms</li> </ul>	PBL and Tech <ul style="list-style-type: none"> <li>- Overview of Project Based Learning Methodology</li> <li>- How tech improves PBL</li> <li>- Authentic Real World projects</li> </ul>	Assessment and Tech <ul style="list-style-type: none"> <li>- Formative assessment through tech</li> <li>- Overview of methodology</li> <li>- Activities for FA</li> </ul>
Digital Portfolio <ul style="list-style-type: none"> <li>- Overview of methodology</li> <li>- Practical Use</li> <li>- Setup</li> </ul>	Lesson Design <b>Workshop</b> <ul style="list-style-type: none"> <li>- Teachers develop material in tech</li> <li>- Teachers practice using tech in class</li> </ul>	Digital Classrooms, Practical <b>Workshop</b> <ul style="list-style-type: none"> <li>- Set up</li> <li>- Function overview</li> <li>- Practice</li> </ul>	Project Design <b>workshop</b> <ul style="list-style-type: none"> <li>- Designing projects</li> <li>- Using tech in projects</li> <li>- Developing projects that are student led</li> </ul>	Critical Thinking Skills and <b>workshop</b> <ul style="list-style-type: none"> <li>- Overview of critical thinking skills (CTS)</li> <li>- Tech to help with CTS</li> </ul>
13:45 Orientation Tour	14:00 National Museum of Archeology	14:00 National Gallery	14:00 <b>17.2</b> Airfield Estate <b>8.2</b> Trinity College <b>7.1/2</b> workshop	14:00 <b>17.2</b> Botanic Gardens

# Digitális eszközök, applikációk

## COMPONENTS OF ICT



### ● Cloud Computing

The term is generally used to describe data centers available to many users over the Internet. Large clouds, predominant today, often have functions distributed over multiple locations from central servers.

### ● Software

Software is a set of instructions, data or programs used to operate computers and execute specific tasks. This is a generic term used to refer to applications, scripts and programs that run on a device.

### ● Hardware

In the context of technology, refers to the physical elements that make up a computer or electronic system and everything else involved that is physically tangible. This includes the monitor, hard drive, memory and the CPU.

### ● Digital Transactions

Digital transactions can be broadly defined as online or automated transactions that take place between people and organizations—without the use of paper.

### ● Communications Technology

Communications technology, also known as information technology, refers to all equipment and programs that are used to process and communicate information.

### ● Digital Data

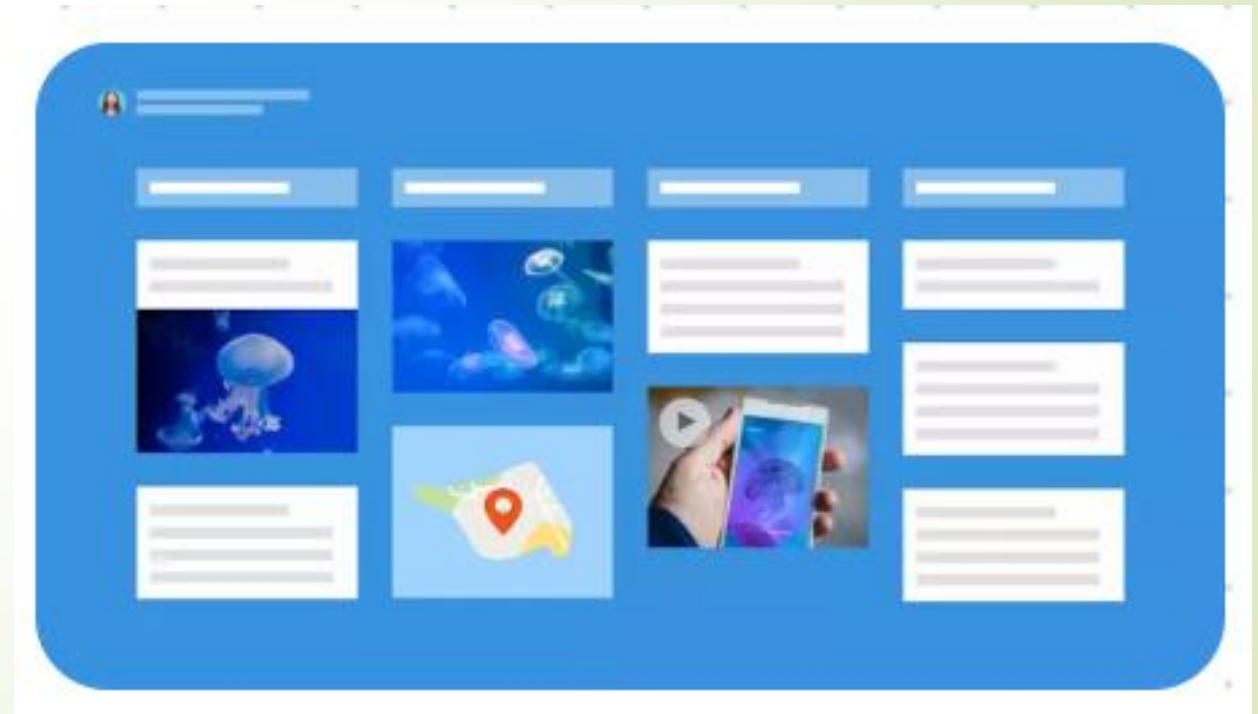
Digital Data is data that represents other forms of data using specific machine language systems that can be interpreted by various technologies.

### ● Internet Access

Internet access is the process of connecting to the internet using personal computers, laptops or mobile devices by users or enterprises. Internet access is subject to data signalling rates.

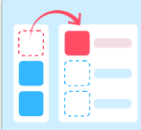
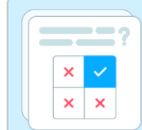




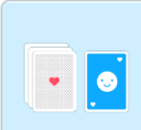




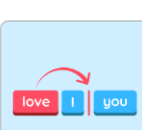
# Padlet - <https://hu.padlet.com/>

- feladatok elosztása
- együttműködés
- anyaggyűjtés
- ötletezés



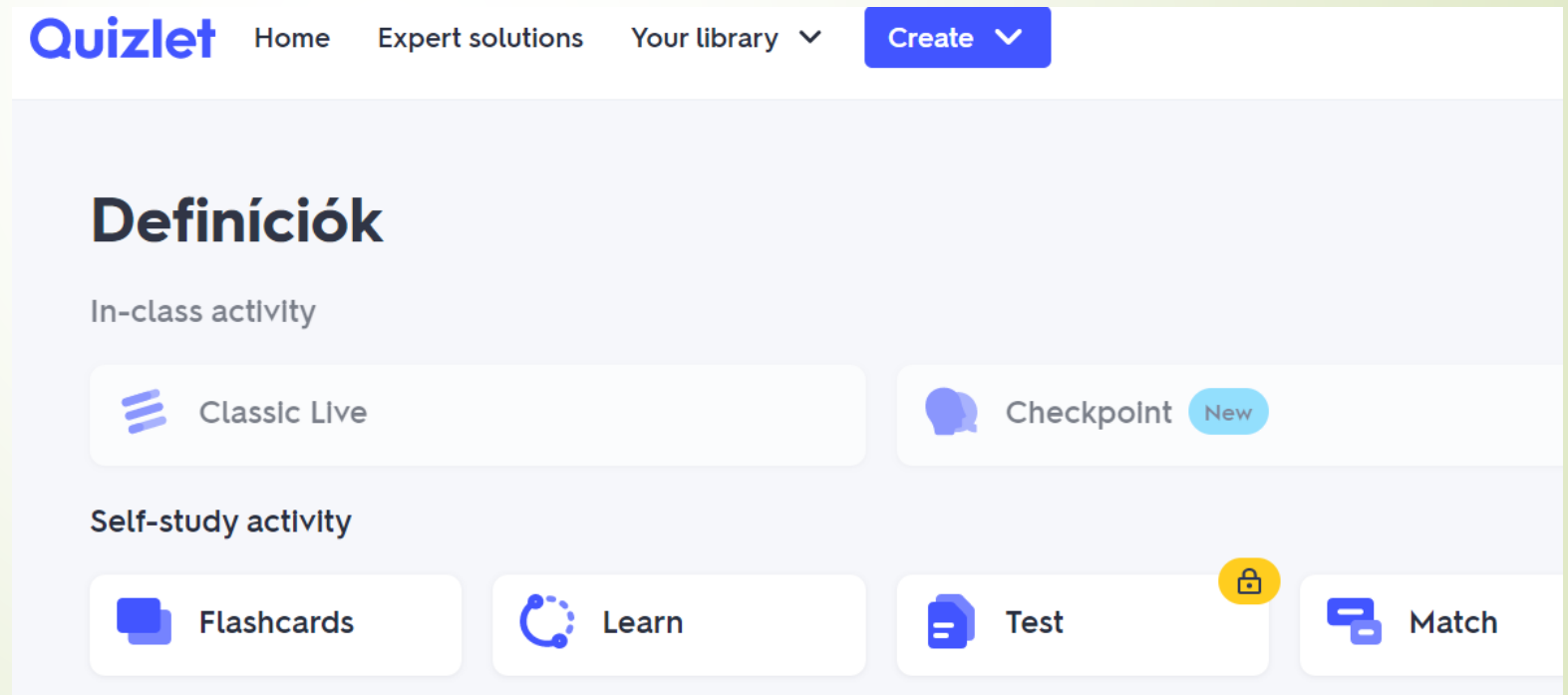
# Wordwall - <https://wordwall.net/hu>

- Játékos feladatok tanórákra egyszerűen (szerencsekerék, kártyák, párosító...)

	<b>Egyezés</b> Húzza át a kulcsszavakat		<b>Kvíz</b> Készítse el kérdéssorát. Érintse meg a helyes választ!		<b>Csoportosító</b> Helyezze az elemeket a megfelelő csoportba
	<b>Párosító</b> Érintse meg a megfelelő párokat, addig, míg el nem fogynak		<b>Hiányzó szó</b> Tegye a szavakat a mondatokban a megfelelő helyre		<b>Szerencsekerék</b> Forgassa mega kereket és kiderül hol áll meg.
	<b>Kártyaosztó</b> Ossza ki a kártyákat véletlenszerűen a pakliból		<b>Doboznyitó</b> Érintse meg a dobozokat egymás után, hogy kinyíljanak, majd fedezze fel a bennük lévő elemeket		<b>Diagram</b> Húzza el és tegye a jelöltüket a megfelelő helyre
	<b>Anagramma</b> Tegye a betűket megfelelő sorrendbe, hogy abból értelmes szót alkosson		<b>Egyező párok</b> Érintse meg a mozaikokat, hogy párokat találjon.		<b>Feloldó</b> Húzza és dobja le a szavakat, hogy minden mondatot helyes sorrendbe rendezzen ezáltal.

# Quizlet - <https://quizlet.com/>

- definíciók, új fogalmak tanulása, akár közös játékkal
- Importálás wordből, excelből



The screenshot displays the Quizlet website's main interface. At the top, the Quizlet logo is on the left, followed by navigation links: Home, Expert solutions, and Your library (with a dropdown arrow). A prominent blue 'Create' button with a dropdown arrow is on the right. Below the navigation bar, the page is titled 'Definíciók' (Definitions). Under this title, there are two main activity categories: 'In-class activity' and 'Self-study activity'. The 'In-class activity' section contains two options: 'Classic Live' (represented by a list icon) and 'Checkpoint' (represented by a speech bubble icon and marked as 'New'). The 'Self-study activity' section contains four options: 'Flashcards' (represented by a card icon), 'Learn' (represented by a circular arrow icon), 'Test' (represented by a document icon and marked with a yellow lock icon), and 'Match' (represented by a card icon).

# Flip - <https://info.flip.com/>

- Videómegosztásra, közösség építésre, együtt tanulásra



**Flip**

## Getting Started

Educator Edition

**Step 1:**  
**Create a Group**

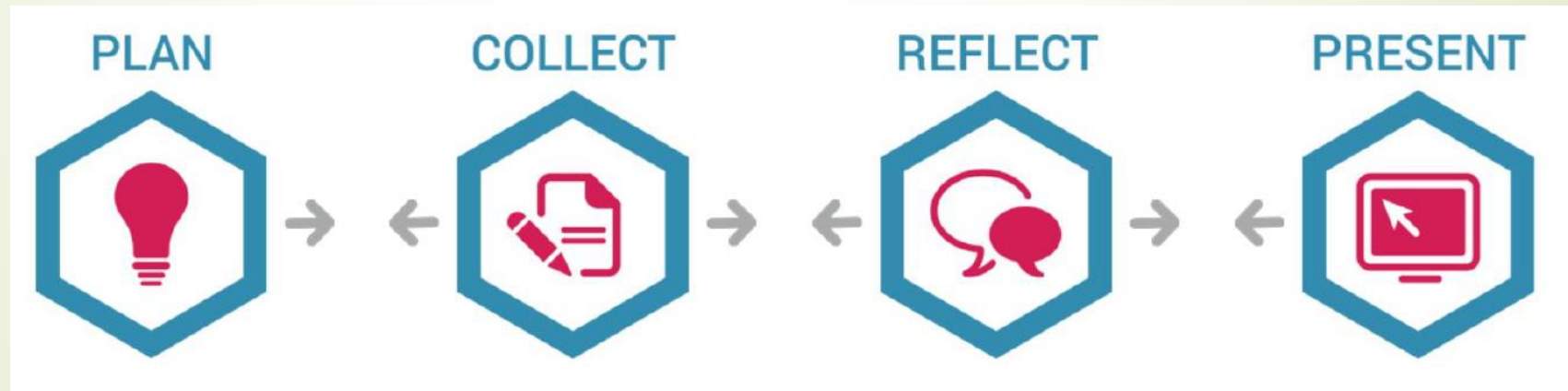
Think of this as a learning community.

Grid of groups:

- AP World History
- RHS Band Practice
- Modern Art History
- Green Thumb Garden Club
- Chemistry Class
- Astrology 101

# Digital Teaching Portfolio – Digitális tanítási Portfólió

- Tanítási folyamat és tanári életút rögzítése
- <https://eportfoliohub.ie/>

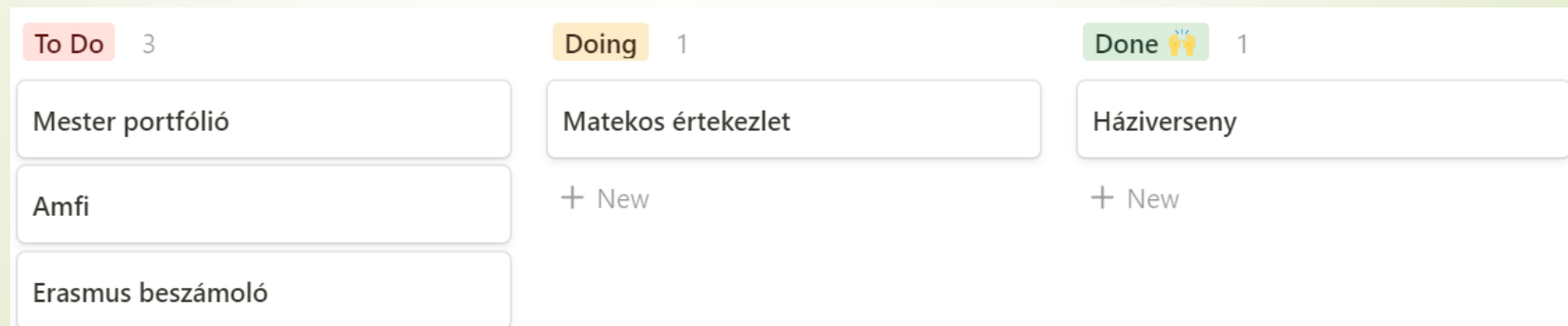
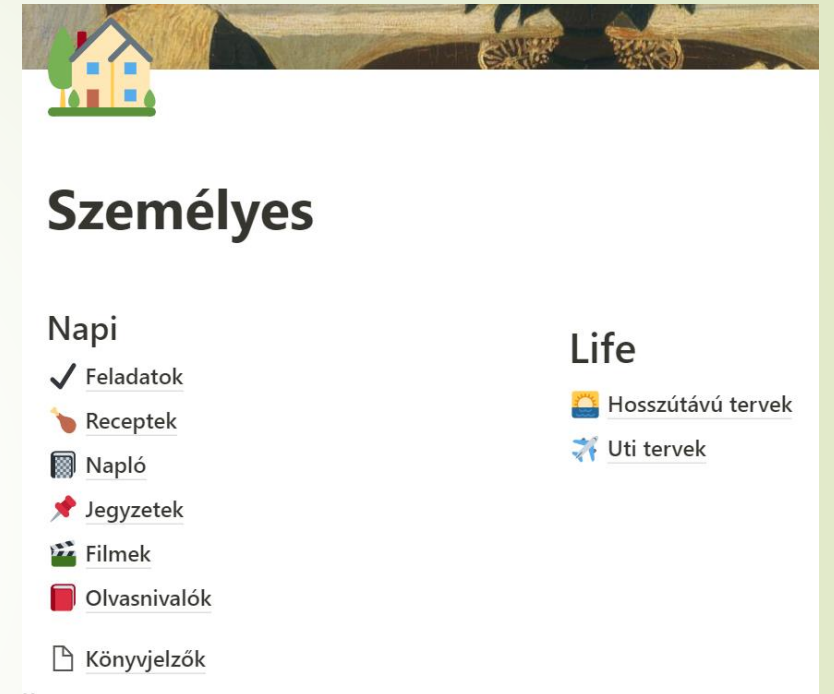




# Notion -

<https://www.notion.so/>

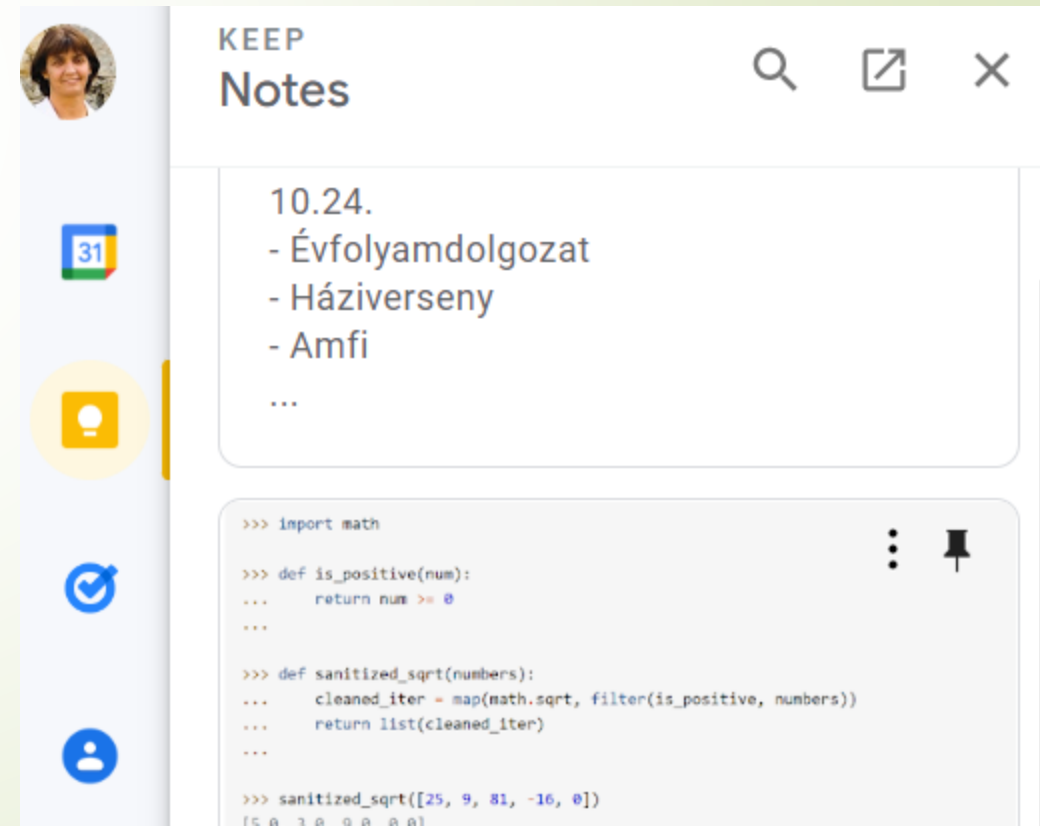
- Feladatok, tervek rögzítése
- Könyvjelzők, jegyzetek
- Adatbázisok, linkek



# Google Keep -

## <https://keep.google.com/u/0/>

- Egyszerűen kezelhető Google alkalmazás
- Jegyzetek készítésére
- Képek szövegét is beolvassa

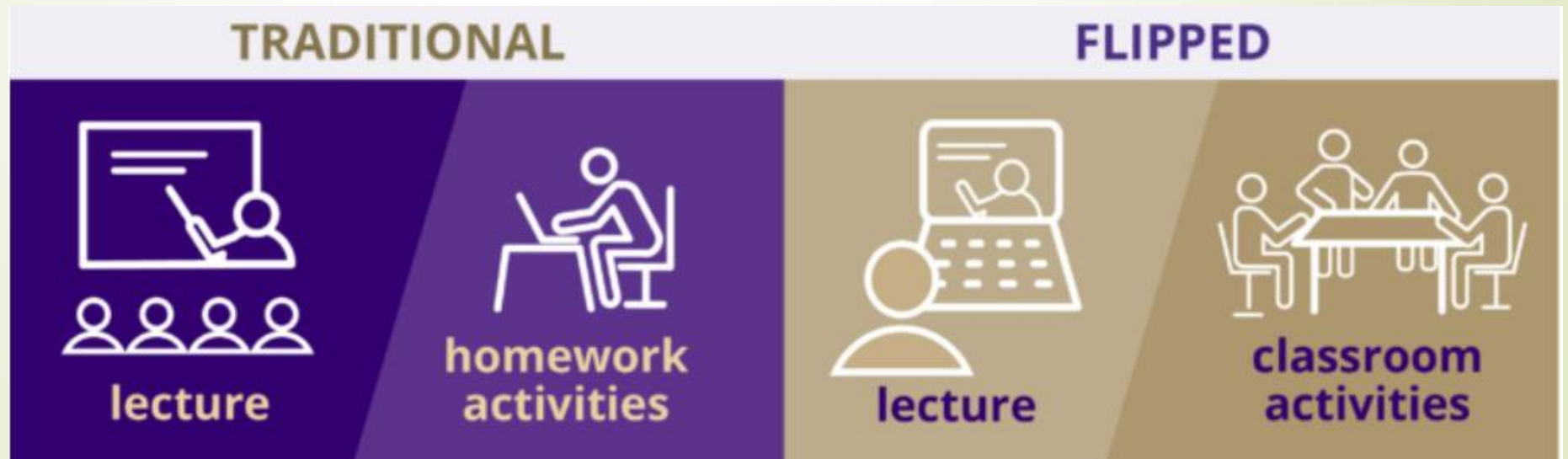


# Educating for the 21st Century – re-imagining our schools for our children’s future – week2

Monday	Tuesday	Wednesday	Thursday	Friday
- <b>Bank Holiday</b>	Challenges of CLIL <ul style="list-style-type: none"> <li>- <i>Overview of methodology</i></li> <li>- <i>Anticipated problems</i></li> <li>- <i>Practical approaches</i></li> </ul>	Enabling Autonomous Learners <ul style="list-style-type: none"> <li>- <i>How to promote autonomous learners</i></li> <li>- <i>Activities that enable autonomous learning</i></li> <li>- <i>Student reflection</i></li> </ul>	PBL (part two) <ul style="list-style-type: none"> <li>- <i>Designing PBL tasks</i></li> <li>- <i>Long vs short term planning</i></li> <li>- <i>Collaborating with other teachers.</i></li> </ul>	An overview of the Irish Education system <ul style="list-style-type: none"> <li>- <i>Methodology</i></li> <li>- <i>Improvements</i></li> <li>- <i>Issues</i></li> <li>- <i>The Future</i></li> </ul>
<b>Howth Tour 12:45</b> at the Heineken building	CLIL lesson <b>Workshop</b> <ul style="list-style-type: none"> <li>- <i>Teachers develop their own CLIL activity</i></li> <li>- <i>Teachers practice implementing a CLIL activity</i></li> </ul>	Autonomous teaching <ul style="list-style-type: none"> <li>- <i>Learning to work with your own material</i></li> <li>- <i>Designing “evergreen tasks”</i></li> <li>- <i>Creating lesson plans that work</i></li> </ul>	PBL Driving Question <b>Workshop</b> <ul style="list-style-type: none"> <li>- <i>Helping learners start their project</i></li> <li>- <i>Question design for success</i></li> <li>- <i>Next steps</i></li> </ul>	Course Review and Feedback <ul style="list-style-type: none"> <li>- <i>KWL review</i></li> <li>- <i>Course feedback</i></li> <li>- <i>Questions</i></li> </ul>
-	14:00 Chester Beatty Museum	14:00 Whiskey Distillery	14:00 Supervised Workshop	14:00 <b>Guinness Tour</b>

# The flipped classroom – a fordított osztályterem

- A vegyes oktatás egy fajtája, ahol a tanulók otthon ismerkednek meg az új anyaggal.
- az iskolában gyakorolják



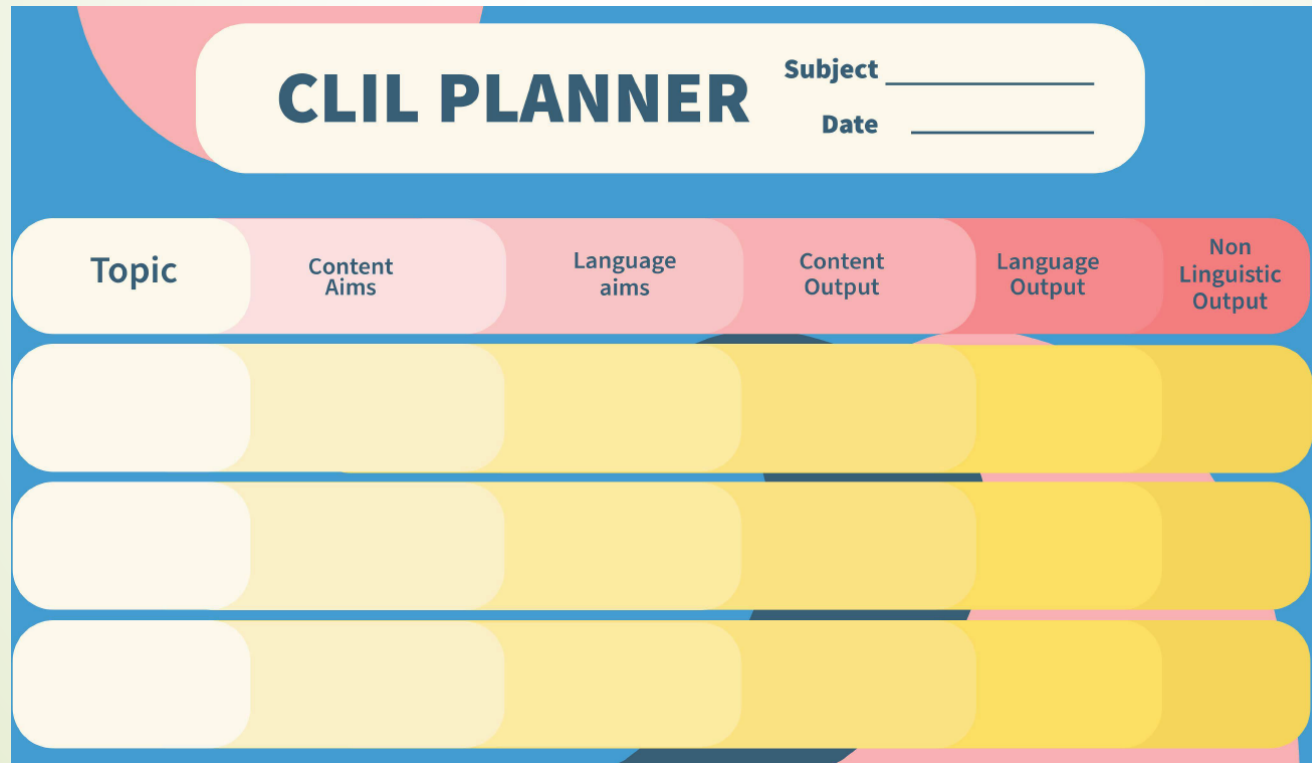
# Project Based Learning – Projekt alapú oktatás

- Projekt tervezése – téma választása
- Szerepek felosztása
- Tevékenységek
- Kritikus gondolkodás
- Megosztás
- Reflexiók



# CLIL - Content and Language Integrated Learning

- Tartalom és nyelv integrált oktatása



The image shows a 'CLIL PLANNER' form template. At the top, there is a white rounded rectangle containing the title 'CLIL PLANNER' in bold black letters. To the right of the title are two input fields: 'Subject \_\_\_\_\_' and 'Date \_\_\_\_\_'. Below this is a table with six columns and three rows. The columns are labeled: 'Topic', 'Content Aims', 'Language aims', 'Content Output', 'Language Output', and 'Non Linguistic Output'. The rows are empty, with the first two columns being white and the remaining four being yellow.

Topic	Content Aims	Language aims	Content Output	Language Output	Non Linguistic Output



# Learner Autonomy – tanulói autonómia

- Döntési szabadság
- Felelősség saját magunk iránt
- Aktív részvétel saját fejlődésünkért

## Mit érhetünk el a tanulói autonómia fejlesztésével?

- Jobb, örömtelibb tanórák
- Több sikeres és boldog tanuló
- Több önbizalommal teli diák
- A kreativitás növekedése

