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21st Century Teachers and the Importance of Experiencing Innovation during Schools Internships

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Those student-teachers who learn to use technology during their pre-service studies are likely to incorporate technology in their future classes (Goldsby & Fazal, 2000).

How can teacher trainers get student-teachers to use technology efficiently?
Which technology?
Can student-teachers learn to get their future pupils use technology too?







- Learning is situated when linguistic, technical and pedagogical knowledge emerges from practice.
- For student-teachers to learn how to use PBLL to integrate language and media education effectively, they should become a team participating in a project. (Dooly & Masats, 2010).



How can student-teachers benefit from PBLL during their training?







How can teachers integrate all these skills in their lessons?

# 21st-Century Skills

#### Foundational Literacies

How students apply core skills to everyday tasks



1. Literacy



2. Numeracy



3. Scientific literacy



4. ICT literacy



Financial literacy



Cultural and civic literacy

#### Competencies

How students approach complex challenges



Critical thinking/ problem-solving



8. Creativity



9. Communication



Collaboration

#### **Character Qualities**

How students approach their changing environment



11. Curiosity



12. Initiative



Persistence/ grit



14. Adaptability



15. Leadership



Social and cultural awareness

Lifelong Learning

nic Forum, 2015







As Mont & Masats (2018:94) suggests "Projects that are structured through goal oriented tasks offer a great opportunity to integrate learning as a social practice (collaborating, co-constructing knowledge, communicating, developing critical and creative thinking, etc.) and as a means to favour the development of life skills (leadership, social skills, initiative and flexibility), while learners develop linguistic competences, audiovisual competences, digital competences and the competences linked to the acquisition of knowledge related to specific areas Of Study (Masats, Dooly & Costa, 2009; Dooly & Masats, 2011; Dooly, 2016)."







- PRACTICUM SEMINAR OBJECTIVES:
- ▶ 1. To contribute to the development of the digital competence of future teachers through engaging them in telecollaborative & gaming training practices with their own peers.
- 2. To ensure that during their internships future teachers learn to design and implement projectbased educational proposals that allow elementary students to develop digital skills.

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#### CONTEXT

One practicum seminar team (four trainees + one tutor)

One project to learn to create a school project (4-in-1)

Help a Australian woman to find out WhO robbed her, When, how and What was taken.















# What kind of projects present good contexts?

▶ Games teach teamwork, problem solving, critical thinking, and troubleshooting by presenting participants with challenges that ignite their natural drive to problem-solve. (James Sanders, founder of BreakoutEDU)

https://www.breakoutedu.com/welcome











#### CORPUS

Project rationale (plus materials & products)
Transcriptions of practicum seminars
Transcriptions of sessions carried out to present the project
Emails exchanged
Reflections by student-teachers
Feedback from pupils

DATA ANALYSIS

CA-for-SLA as a method of analysis











				Р	ROJECT	TITLE	Rose M	lary's ca	ise				
SCHOOL	SCHOOL YEAR GRADE			TE	RM		BER OF SIONS		TEACHER				
017-2018 5th B 3rd			3rd		8 Helena Bueno with the support of					of Cèsar Cabrera			
TEACHING AREAS				RATIONALE									
English+ ICT+Mathematics				Each of us had an specific topic to work with but we managed to do it within a global project, which was meant to learn English through fun and engaging activities, to do that, we posed an investigation case, that students had to solve.									
	CEFR LEVEL FINAL P				RODUCT DRIVING QUESTION					QUESTION			
A1 A video explaining t how we solved R					Can we solve Rose Mary's case using F								
LEARNING OBJECTIVES					ASSESSMENT CRITERIA								
To be able to understand an oral text					<u>Listening comprehension</u>								
To be able to extract information from a written text					Wikipedia's worksheet								
To know how to work in groups					<u>Wordsearch</u>								
To use ICT resources					Assessing the T.U and me as a teacher								
To work autonomously					Active participation and attitude								
To use critical thinking and problem solving to solve a situation					Quizlet								
						ENG	ELISH						
ORAL CO	ORAL COMMUNICATION RE						WRITING		LITERATURE EDUCATION		PLURILINGUAL & INTERCULTURAL EDUCATION		
1	2	3	4	5	6	7	8	9	10	11	12		
х	Х	х	Х	X	Х	Х	Х		- 4 1		Х		











			100		MATHEMATICS	to:			92	
PROBLEM SOLVING				REASONING	G SKILLS	N	IAKING CON	COMMUNICATION 8		
1	2	3	4	5	6	7	8	9	10	
							Ì	Х	Х	
			199	VA	LUE EDUCATIO	N	***		80	
	PE	RSONAL	INTERPERSO			NAL			SOCIAL	
1	2		3 4			5		7	8	
				X		X	X		Х	
			400	DIG	ITAL EDUCATION	ON				
INSTRUMENTS & APPS			DEALING	WITH INFORM	MATION & VIRTUAL MENTS	. COMMUNICATION & COLLABORATION		HABITS, CIVIC EDUCATION & DIGITAL IDENTITY		
1	2	3	4	5	6	7	8	9	10	
х						x			2	
	(d) (d)		1/2	LEA	RNING TO LEA	RN			80	
SELF-AWARENESS IN LEARNING				INDIVIDUAL I	EARNING	GR	OUP LEARNI	POSITIVE ATTITUDES NG TOWARDS LEARNING		
1 2 x		2	3		4	5			6	
				X		Х	X			
			AUTON	IOMY, INIT	IATIVE & ENTE	RPRENE	URSHIP			
SELF-CONCEPT				DECISION	<b>TAKING</b>	CREATING & IMPLEMENTING INDIVIDUAL & COLLECTIVE PROJECTS				
	1	2		3 4				5	6	
		X	1		X				X	

#### PROJECT STEPS

- 0. Intro (robbery vocabulary)
- ▶1. Rose Mary's case
- ▶2. Understanding what a treasure is
- ▶3. Discovering 6 suspicious treasures
- ▶4. Voting (what, where, who, when)
- ▶5. Discovering the stolen treasure
- ▶6. Creating the final video (results)
- ▶7. Watching the final video (project closure)







Do the fulfilment of the two objectives of the practicum seminar lead our student-teachers to develop 21st century (teaching) skills?







## The Findings: E-mail from trainees to university their tutor

Hello, Maria!

Yes, we are going to work together and we are so excited about it in fact... we would like that you could participate in our T.U too, so we thought about asking you for a little favour.

Would you like to be our rich Rose Mary from Australia, who has lost her precious treasure?

We could record the video tomorrow, after talking about the T.U. (we will finish before 18:30). If you want, you can bring some rich and snob complements (we will do the same).

Our proposal for the script is this: Initiative

"Dear all, my name is Rose Mary Connor and I am from Australia. Now I am visiting my family in Holland. Yesterday I received a call from my alarm insurance company explaining that someone has entered my house and has stolen something. That is why I ask for help. I need brave volunteers to uncover the thief, what he or she has stolen from me, where he or she keeps my possessions and when the robbery ocurred.

If you feel brave enough to help me, I beg you to send me an email introducing yourselves to the follaving address:

rosemaryconnor.australia@gmail.com

I appreciate your effort and I hope we can solve the case with collaboration"

Thanks so much! See you tomorrow ☺ Helena, Mar, Sònia and Txell









# The Findings: Sònia introduces their project to other groups

Sònia: [...] First of all the ones that joined this idea were Txell & Mar trying to link the topics in the school in the same teaching unit doing it in an interactive way as a game. Later Helena & I joined them because we thought it was a really enriching experience and a unique experience because we will have time on the future to think and plan teaching units alone. So we accepted the challenge and we became a team. So we started to think and create the teaching unit together thinking how can we link the different topics that we had to do in the school. So what did we want to do? We want to link all these topics in an engaging way, motivating the children and making them learn English like playing without realizing they were learning.

Collaboration







# The Findings: Sonia introduces her subproject to other groups

Sònia: [...](in my school) we need to know when was the robbery and also the school asked me to work the past simple, so what I did was to create a story that was the personal diary of neighbor because Rose Mary in the video said that the neighbor was going every day to her house to feed the cat and is the one that found the robbery. So I wrote the personal diary but I didn't write the days, so they had to put this in order, but also I took off the verbs, some of the verbs in the past. So I gave them the days in groups of four, I think, five groups of four. And I also gave them a glossary as the support so they have the present an image and the past.









# The Findings: Helena introduces her subproject to other groups

Helena: My students were in charge of what was the treasure stolen [...] in order to do that we did Rose Mary escape box. Do you know what a escape room is? So a escape box was something like the same [...] As you can see we have a password to enter our personal websites because as there appear children, they cannot be public [...] Rose Mary told them that the police had found some clues but were not able to solve them, so Rose Mary has asked us to solve these clues [...]

Creativity

If you want to know what the stolen is look at the secrets of the thief. Look at the books that in the book you have. One of them a secret hides...







## The Findings: Txell introduces her subproject to other groups

Txell: [...] we did not have the same

Schedules so the lengths of the sessions were not the same [...] we were kind of dealing with all this, but we were always following the same chronological order and the same events [...]. On the second and the third session we decided to work individually because each one of us was focusing on our individual aspects to discover. But one thing that kept all the sessions like linked was that in our second session Rose Mary replied our email and she told us that we were the four schools selected to solve this case so we were collaborating. And she created this blog in order to keep contact, all of us. So we were posting clues, we were posting different information in order to see that this was like a collaborative project.

Adaptability







## The Findings: Trainees personal reflections

#### My five highlights are:

TEAM WORK (peers + kids)
MEANINGFUL ACTIVITIES (map scanning, games, carrousel)
ICT TOOLS (blogs, QRCodes)
Creating MATERIALS (posters, escape boxes, videos)
SCAFFOLDING (paraphrasing, flashcards)

I enjoyed it but felt pressure inside.
I had to finish on time to be coordinated with the rest.
I was stressed.

I need to learn to enjoy!

Overall its been a terrific experience!







#### Discussion

Pre-service teachers are digital users but need to be "persuaded" to use technology as a teaching tool.

Team work helps them accept the challenge. Practicum tutors and trainees work together. Children too.

PBLL is not a new methodology and most European curricula are competence-based, yet in-service teachers still plan their syllabus around grammar contents.

Proposals like the one presented here may cause a shift.

Grammar, when/if necessary should be contextualized. PBLL offers THE context.

PBLL is based on flexibility. One project from 4 different approaches and a shared goal.







#### Discussion

▶ PBLL as a tool to learn a foreign language can be used in primary education, with any age group.

4 different age groups took part in the project.

Tools are at the service of projects, not the other way round.

Different teachers may choose different tools to conduct the same type of project.









## Implications And Suggestions For Future Research

Need to conduct long-term studies to find out whether pre-service teachers put into practice the lessons learnt.

There's a lot of research on PBL as a language learning approach but few as a method to train language teachers.







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https://futursmestresarmif.wixsite.com/inici/copia-dematerials

Training future teachers to have them acquire digital competences and develop skills to apply them in their teaching practices:

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https://mif.cat/





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