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International Centre for  
Technical and Vocational  
Education and Training

Hybrid BILT Bridging Event

**Towards inclusive excellence in TVET**

22-24 April 2024, Como, Italy



The BILT project is implemented with support of



and sponsored by





*Live demonstration of innovative teaching methodologies*

*Wednesday, 11:45 – 12:45 CEST*



**BREAKOUT SESSION**

**OUR APPROACH TO TEACHER & STUDENTS LEARNING**

# TARGET



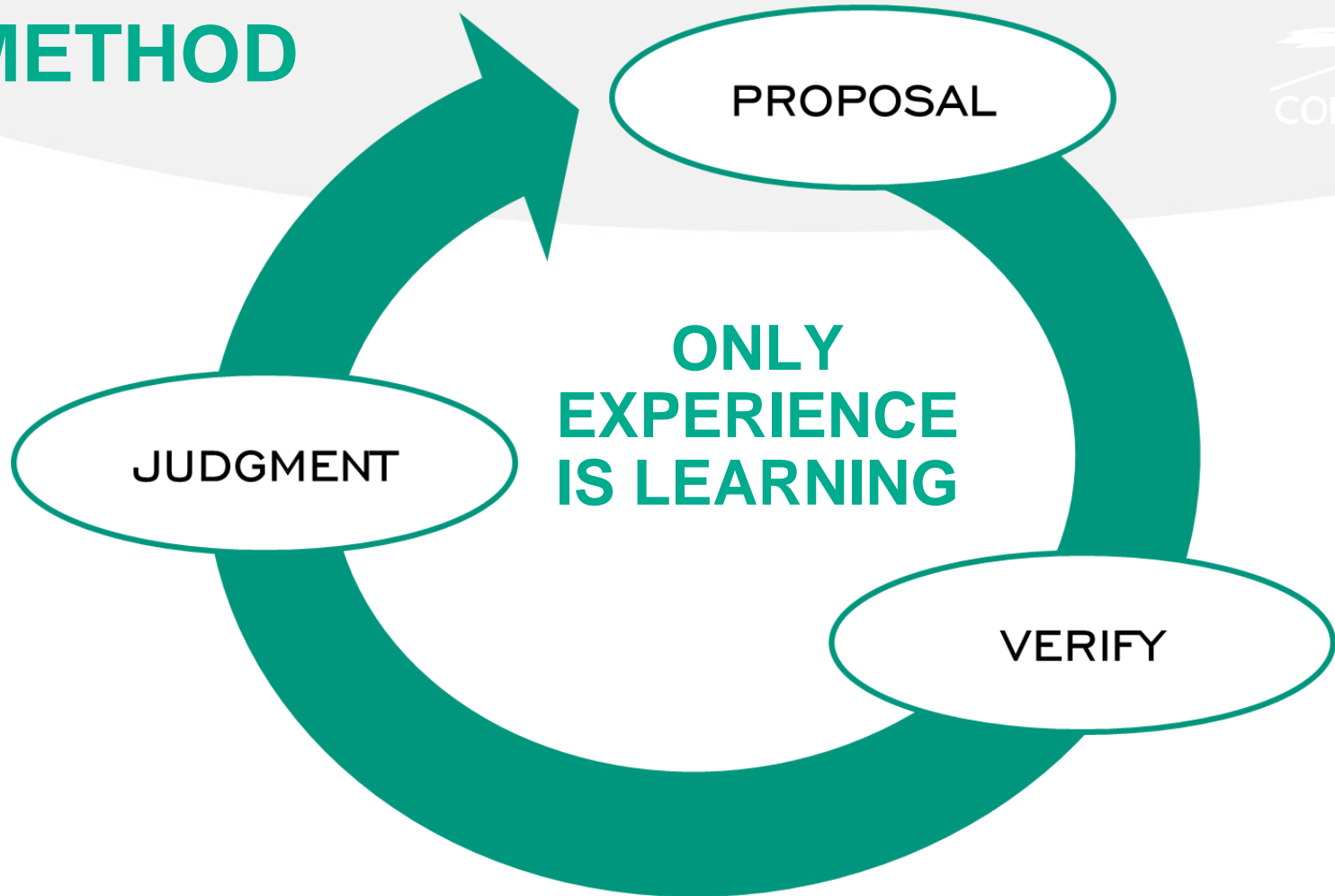
- 1. SHARE OUR 3 STEPS METHOD OF TEACHING**
- 2. SHARE OUR APPROACH TO TEACHER & STUDENT'S LEARNING**
- 3. MAKE YOU THINK ABOUT HOW TO USE IT IN YOUR CONTEXT**

# AGENDA



- **3 min - intro to method**
- **20 min - experience**
  - 5 min individual exercise 1 (*in silence*)
  - 5 min sharing in groups
  - 5 min individual ex. 2 (*in silence*)
  - 5 min sharing
- **10 min global sharing**
- **10 min meta-cognition**
- **5 min individual hp of transfer (*writing in silence*)**
- **5 min sharing & conclusions**
- **5 min extra sharing of results on our students**

# METHOD



PROPOSAL

ONLY  
EXPERIENCE  
IS LEARNING

JUDGMENT

VERIFY

# EXPERIENCE



- NOW YOU'LL **EXPERIENCE** A TASTE OF OUR APPROACH
- PREPARE TO GO **BACK TO SCHOOL** ... MATH LESSON !
- PRIMARY SCHOOL LEVEL ...
- **FOLLOW** PROF. PASINI'S **INSTRUCTIONS** AND ...



# SOLVING PROBLEMS - 20 min



## PROBLEM 1

- 5 min individual & silent work
- 5 min sharing in groups



## PROBLEM 2

- 5 min individual & silent work
- 5 min sharing in groups





# SHARING - 10 min



- **2 min in silence: what did you realize in sharing?**
- **8 min discussion time**

# META & TRANSFER - 15 min



- **2 min in silence:**
  - what happened?
  - how did I feel about it
  - what do I realize/think
- **8 min discussion time**
- **5 min: how can I apply this to my context and work**

# EXTRA SHARING OBJECTIVES



- **Starting from** what students already know and **identify** their **individual learning styles**
- **Learn** how **to phrase questions**
- Identify activities/approaches/techniques which **create a catalyst** for learner understanding
- From a teacher's point of view, accept that not everything can be kept under control (**planning vs intuition**)

# TAKEAWAYS



## What we have seen happen in class

- proactive students
- from frustration to **confidence** and **self esteem**
- **freedom to express** themselves
- students feel “seen” by teacher → 100% attention
- better relationships with Maths
- increase in the **ability to accept uncertainty**
- **students are a resource** for teachers

# STUDENTS' IMPRESSIONS



*“Someone was always paying **attention to me**, so I had to stay focused at all times, that was very difficult for me”*

*“If I had any questions, **I was not afraid to ask** since I understood that there was not only one way of solving a problem, but **many different approaches**”*

*“The fact that an answer did not come straight away and having to work it out together made it difficult for me (but it was also useful)”*

*“Now it is easier to **understand what I have not understood** and what my difficulties are”*

*“I had to think and **I learnt to formulate a specific question**”*

*“I understood that I have to **ask more precise questions**”*

*“**I felt understood**”*

*“I knew I could **open up and feel free to question things**”*



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