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Project Based Learning with the Help of Sticky Teaching



Проектні технології навчання за допомогою стикерів.

Розглядаються інноваційні підходи до навчання: роль учителя як фасилітатора, технології проектного навчання – через дослідницьку діяльність, навчання зі стикерами, яке відображає амплітуду мислення.

Ключові слова: активне навчання, інноваційні підходи, навики критичного мислення, осмислене навчання, навчання зі стикерами, запам'ятовувальні уроки, контраст, фокус на великі ідеї, живе та яскраве навчання, навчання у співпраці та кооперативне навчання.

The article deals with the 21st century innovative approaches as learning facilitator teacher, Problem Based Learning – the investigation method as well as 'sticky' teaching – thinking amplitude reflecting teaching. Various cases of using fantastic visuals are highlighted in this article.

Key words: active learning, innovative approaches, critical thinking skills, meaningful learning, stickers teaching, memorable lessons, contrast, focus on big ideas, vivid and bright teaching, collaborative and cooperative learning.

Life in the rapidly changing 21st century is really a challenge for modern teachers. Time flows and demands and skills are changing as well. Our students need to develop their skills in order to succeed in the information age. The goal of us, as modern teachers, is to become learning facilitators, to shift from 'instructing' students, to help students 'contrast' their own learning. The teacher's roles are the following:

- to plan in a flexible and responsible way;
- to create a model inquiry based thinking process;
- to be a co-learner: don't be afraid to say to students, „I don't know. Let us find out!“;
- to be on the look for teachable moments arising from problems of understanding;
- to guide students to a variety of different resources and experiences that will assist them in the investigation of their questions (e.g. books, expert sources, field experiences, etc.);
- to document and reflect on students' questions and ideas;
- to facilitate frequent knowledge building discourse;
- to know and focus on broad key concepts rather than specific expectations;
- to prompt students into 'design mode': to encourage them to suggest how to investigate their ideas.

Project-based learning is an instructional method of hands-on, active learning centered on the investigation and resolution of messy, real world problems.

Project-based learning in simple terms is a framework, not a pedagogy. PBL does, however, create multiple opportunities for quality pedagogy. PBL is an approach that provides a real and authentic context for the teaching that helps students learn what they need to know.

Being involved in project-based learning, students use 21st century skills to create innovative approaches in learning process. They use creativity and collaboration to brainstorm, plan, and build their creation with a partner or a group.

Students learn to use the critique process to give and receive feedback in order to revise their end product. Finally, pairs exhibit their creations to an audience of their choosing. Throughout the project students use the common core speaking, listening and writing standards to clearly communicate their ideas to their group and a real world audience.

One of the many benefits of PBL is that students start to see learning as interdisciplinary. Students learn to collaborate with others because they have the opportunity to be creative in the way they think about a problem and then put their own spin to a solution. Students make connections between different content areas as well as develop deeper critical thinking skills while they are learning content.

PBL requires careful planning, preparation, and scaffolding. Every time when we create a project we provide a clear checklist of requirements, goals, helpful

tips, and rubrics to support success in the classroom. It is very important to plan ahead and anticipate any challenges that students may encounter.

In this case, knowledge becomes relevant when applied to real-world situations. It's important for teachers to bring opportunities into the classroom to insure all students are successful. At the end of the project students share their projects in small groups through different presentations.

It is important to incorporate student reflection into the learning process. After the certain project students are asked to reflect on their thoughts of the project such as:

- What is the most important thing you learned in the project?
- What do you wish you spent more time on?
- What part of the project did you do your best work on?
- How could your teacher change this project to make it better next time?

Students need to be given time to reflect and assess their own learning. Reflection is the key to meaningful learning. Overall, observing the level of dedication and motivation the students put into their projects is amazing. Their learning make connections beyond the classroom. That is why we may claim they become lifelong learners who are civically engaged in the world around them.



Smart Teaching

Understanding what a brain can't ignore.

Times are changing. Ninety percent of what we know to be true about the brain has been discovered in the last decade, but for the most part, we have not changed how we teach...

What is 'Sticky Teaching' and how does it work?

Let us figure out if our lessons are resonating? Time to consider the idea of becoming a 'sticky teacher' and seeing how it works in the classroom. Here are a few quick tips that will help us understand how to make our lessons actually stick to our students' brains. These are the fundamental ideas and reasons behind sticky teaching – a fun term that will help teachers think twice about the most effective ways to truly connect with students.

So What Is Sticky Teaching, Then?

In a nutshell, sticky teaching is when we create and teach lessons that are memorable. They are sticky. They are going to be conveying ideas that students will actually remember after they leave the classroom. They will do better with tests, quizzes, reports, non-academic experiences, etc.

Sticky teaching involves using eye-catching and memorable media. This includes visuals, technology, video, etc.

Why We Should Try Sticky Teaching?

- Half of our brain focuses on processing visual information.
- We process visual about 60,000 times faster than we process text.
- We all forget about 90 % of what we learn in a month. Most of us forget what we learn in about an hour. An HOUR. Seriously.
- Getting and keeping students' attention is critical. Stickiness can help.

Sticky notes are inexpensive and super-low tech. Many of us use them for to-dos, chores, phone messages, or passwords. It's not surprising that teachers and trainers have invented ways for groups to use them to collaborate. Below are some examples:

1. Use **Facilitated Ideation**
2. Set **Priorities**
3. Create a **Storyboard**
4. Participate in a **Gallery Walk**
5. Park random ideas or questions in a **Parking Lot**
6. Provide **Minute Paper** responses
7. Build a **Concept Map**
8. Generate **Quiz Questions**

Let us explore the ABCs of Smart&Sticky Teaching, this fantastic visual. It's worth scrolling down and seeing exactly how we can leverage the idea of building truly engaging lessons to make our students remember something for more than, well, an hour.

The ABS of Sticky Teaching

- A** Awaken the Intrigue
- B** Begin & End often
- C** Create lots of Contrast
- D** Draw them in w/Stories
- E** Emotion drives Attention
- F** Focus on the Big Idea

STICK IT AND MAKE IT STICK!

Sticky teaching is a unique way to boost our student's motivation and self-esteem. These affirmations can be used as part of our growth mindset activities or your regular classroom routine. These simple sticky note messages are easy to prepare and can be used in a variety of ways. All of these sticky notes are written as affirmations (in first person point of view). Teachers can place them around the classroom, surprise them by putting them on student's desks, stick them to walls and/or mirrors throughout the school, or arm parents with them to display at home.

How can we make our teaching 'stick'?

Sticking Trait	Explanation
Simple	Choose the core concepts that need to be understood & communicate these – anchor them to what students already know.
Unexpected	Generate curiosity by highlighting & opening up gaps in their knowledge.
Concrete	Provide the opportunities for students to do something that makes the concept real and meaningful.
Credible	Provide the opportunities for students to see or experience something that will make them believe the concept.
Emotional	Make students 'feel' something as a result of your teaching e.g. empathy, sympathy, aspiration.
Story	Tell a story around the concept – especially if it has a human/ personal element to it.

7 Simple Learning Centres with Post-It Notes

1. Prefixes and Suffixes

Start with a base word written on a post-it. Students add prefixes and suffixes, each written on its own post-it. Reverse the process and have students break down a longer word in English.

2. Student News

Post a laminated piece of poster board in a corner of your classroom. Label it „The News Nook”. Students can write a short note about something in their lives on a post-it, and include their name at the end. Encourage everyone to read them. At the end of the week, return the notes to your students and start fresh on Monday!

3. Content Review

Teacher writes a question on one post-it and the answer on another. In a folder, stick the answer and then the question on top of it. Students review the content information by reading the question and self-checking with the answer underneath it.

4. Alphabetical Order

Write several words on post-it notes. (TIP: use current vocabulary notes). Students put the words in alphabetical order on a flip chart. When finished, students check the answers on the next page and re-scramble the words for the next student.

5. And The Answer Is...

Tap into your students' creativity with the Answer of a Day centre. Simply write an answer on a post-it note and put it at the centre each day. Your students then

use their creativity and question writing skills to write the question it might answer!

6. Becoming Experts

Challenge your students to become an expert on a new vocabulary term. Write several words on post-it notes and display them in a learning centre. Each student chooses one, writes his name on the note, and researches that word until he feels he is an expert. Then, he/she explains that word to the rest of the class.

7. Sentence Explosion

Take a famous quote and write each word on a separate post-it. Display the words in your learning centre. Students must either group the words by part of speech or arrange them in logical order to reassemble the question. It may be done as a group work (a competition).



Методичні публікації

STICKY NOTES can be used during Reading to mark:

- an interesting part;
- a prediction;
- something to infer to understand the text;
- student's connections to the text;
- words he needs help with;
- a new fact he learned;
- a part he doesn't understand;
- thoughts he has about the text;
- words or phrases he wants to use in his writing;
- his favorite part;
- a question he may have.

It is important to write the page numbers on the notes. The sticky notes should be placed into students' Readers' Notebooks on a page with the title of a book and the date they finished it.

Using sticky notes is very helpful in preparing teacher's lesson planning or synopsis. Here is an example:

So, making the conclusion, we may claim that sticky learning is vivid, bright and memorable, brings changes and is understandable and applying. Using sticky notes allows students to feel like they have control over the information. They love the idea that it's not permanent and easy to edit. Collaborative learning with sticky notes provides organizing and exchanging ideas, users can create groups. With the help of sticky notes student create concept maps with resources, it is a good way to make oral presentations and report preparation. Using sticky notes with cooperative learning also serves as a visual that helps the teacher quickly assess student participation and cooperation.

If we teach today's students as we taught yesterday's, we rob them of tomorrow.

John Dewey

Simple. Start with the end in mind. What's the core of your message? Remove clutter.

Unexpected. Use curiosity gaps to hook the audience.

Concrete. Paint a mental picture. Use sensory language.

Credible. Where's your research? How will you use it? Try before you buy.


Emotional. People care about people, not numbers.

Story. What's your story? Why are you interested? Why should they be interested?

What do you want your audience to think about during the session?

Now make that happen.

Time	What's happening?



S U C C E S S

SIMPLE UNEXPECTED CONCRETE CREDIBLE EMOTIONAL STORIES

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