

# Exploring new forms of teaching, learning and assessing in an interactive world

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# NESTT

During the project implementation (2016-2019), NESTT will answer two essential questions:

- How do children learn in formal and informal contexts?
- What is the teachers' role in student's learning and what tools should they use?

**Every teacher has the right to teach classes in his or her own way. Really?**

And what about the student's own unique interests and endeavours?

# Mike Sharples

Professor of Educational Technology at The Open University, UK.

His research involves human-centred design of new technologies and environments for learning.

He is lead author of the Innovating Pedagogy report series.



# new ways to teach and learn



# Innovating Pedagogy

# **new ways to teach and learn**

Flipped Learning

Gamification

Game-Based Learning

Storytelling

Cooperative Learning

Collaborative Learning

Threshold concepts

Translanguaging

Computational thinking

Personal inquiry

Learning for the future

Adaptive teaching

Spaced learning

Analytics of emotions

Dynamic assessment

Stealth assessment

Learning from gaming

Geo-learning

Learning through

social media

Epistemic education

Crossover learning

Explore first

Teachback

Learning from animations

Learning to learn

Assessment for learning

Formative analytics

Learning in remote labs

Context-based learning

Event-based learning

Incidental learning

Learning through

argumentation

Embodied learning

Immersive learning

Maker culture

Bricolage

Massive open social

learning

Crowd learning

Citizen inquiry

Rhizomatic learning

Reputation management

Open pedagogy

Humanistic education

communities

Seamless learning

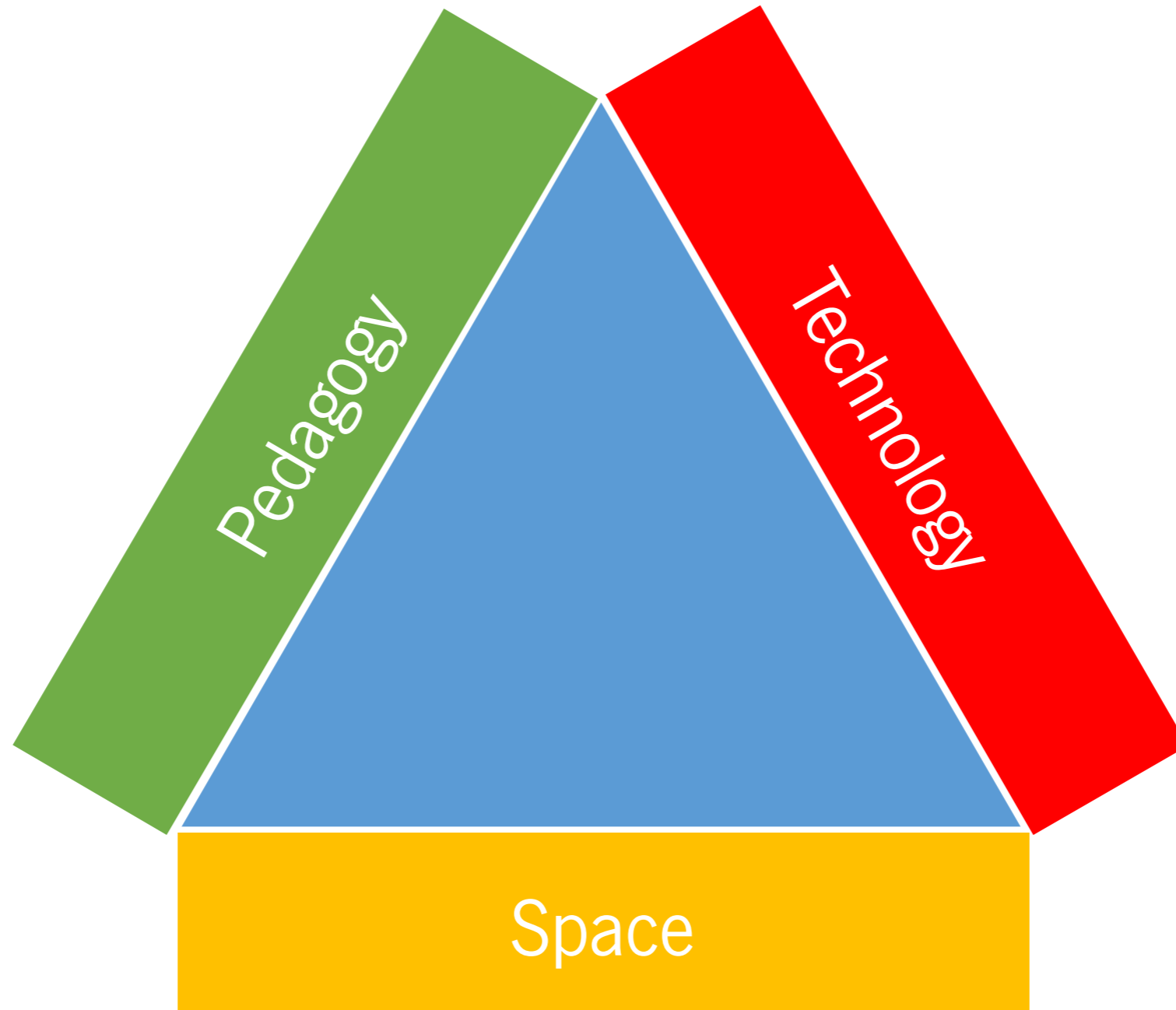
“Don't teach what the student can learn for himself.”

– Mike Sharples

“Students learn best when they are in control of their learning.”

– Mike Sharples





## Pedagogy

- To consider different pedagogies: flipped learning, project-based learning, cooperative learning, collaborative learning, game-based learning, mobile robotics, ...

## Technology

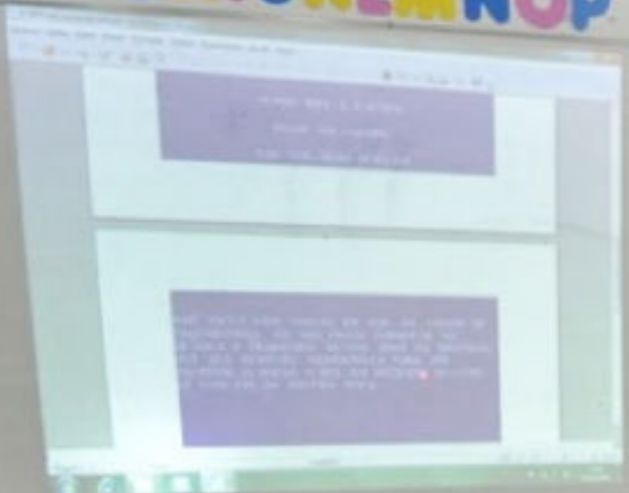
- To encourage the use of digital resources, highlighting their potential for improving students' learning.

## Space

- To (re)imagine the learning space: What is the teacher's role? What are the students' options for different activities?

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

TECA-TEMA  
PUNO  
LIVIA  
MARA  
LENGKAP  
KEBUN  
POMMATEA  
BAG  
ATARA  
SCRITA  
PES  
ENHO  
KUNAG  
KUNIA  
MATA



Handwritten notes on a pink paper posted on the whiteboard.



What are the students'  
options for different activities?

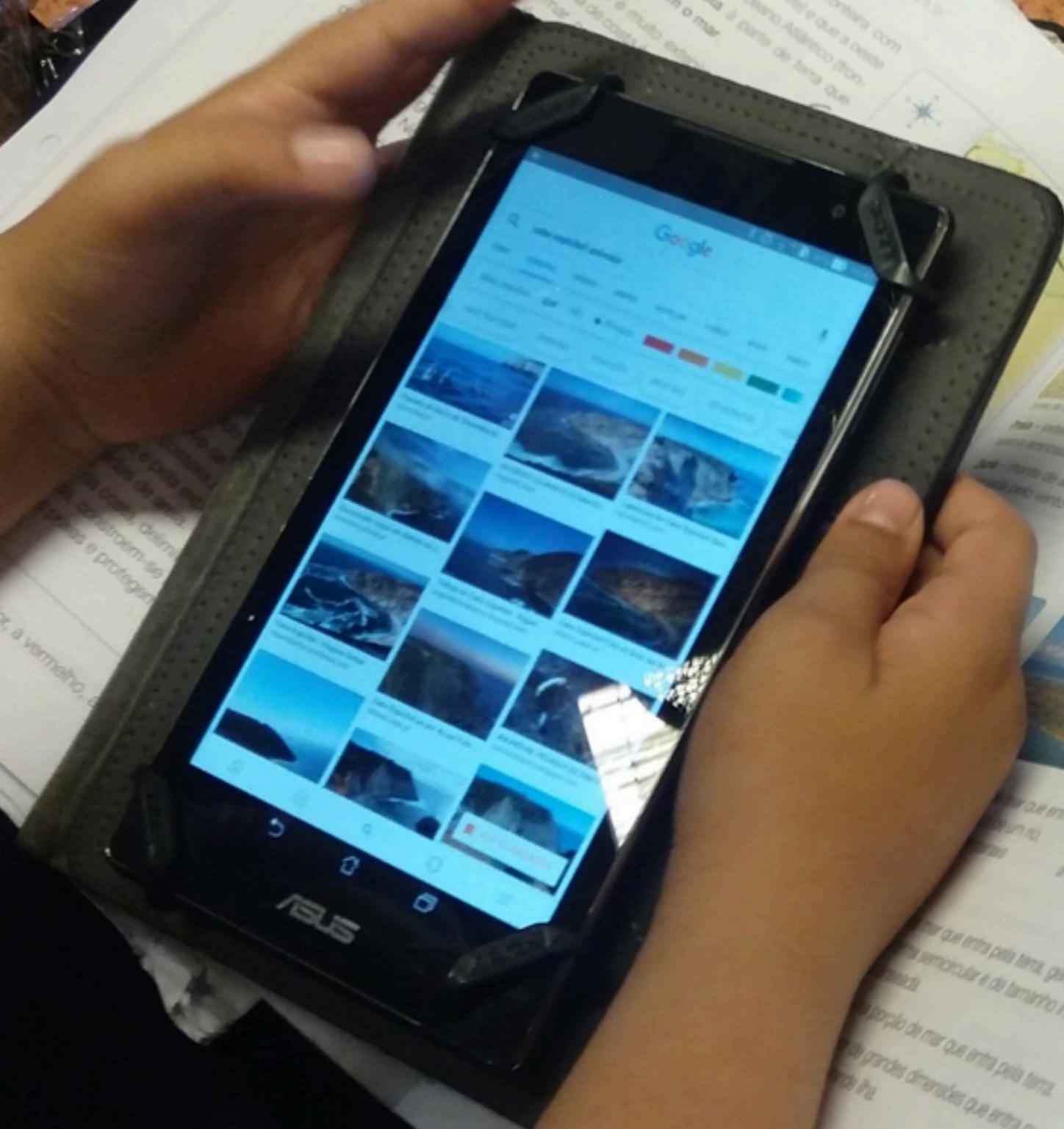












**Portuguesa**  
 ...a a nome e a este formato terrestre e que a oeste  
 ...o e bernado pela água do oceano Atlântico (on-  
 ... contacto direto com o mar  
 ... e muito estuário  
 ... de terra que

**Os aspectos da costa**



**Arriba** - costa alta e rochosa  
**Rochas escarpadas** - Rochas escarpadas batidas pelo mar  
**Arriba** - costa alta e rochosa  
**Cabo** - extensão da terra para o mar  
**Promontório** - cabo formado por rochas altas e escarpadas  
**Cabeleiro** - cabo formado pela fusão de um rio por uma faixa de terra



**Estuário** - fecho de um rio, longo e largo, onde se faz sentir a ação das marés  
**Estuário** - fecho de um rio, longo e largo, onde se faz sentir a ação das marés

... que entra pela terra, geralmente entre ...  
 ... e de tamanho intermédio  
 ... porção de mar que entra pela terra ...  
 ... de grandes dimensões que entra num ...  
 ...  
 ... um mapa de Portugal ...  
 ... a costa de Portugal ...  
 ... relevantes





# Atribuir crachás








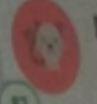
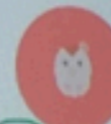






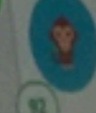
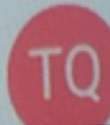



Ver indivíduos

Ver grupos

Selecionar vários

Selecionar todos

4°K

-  **Victoria** Borges 94
-  **Diogo** Calvão 9
-  **Diogo** Calvão 81
-  **Francisco** Cerqueira 5
-  **Francisco** Cerqueira 74
-  **Samuel** Custodio 25
-  **Tatiana** Dabó 86
-  **Mariana** Guedes 59
-  **Leonor** Lopes 72
-  **Raquel** Mendes 84
-  **Maria** Miranda 36
-  **Margari...** Mota 59
-  **Henrique** Nunes 67
-  **Maria** Ornelas 66
-  **Beatriz** Peneda 62
-  **Tiago** Quelhas 92
-  **Tiago** Quelhas 8
-  **Tiago** Ramalho 68
-  **Leonor** Ramos 54
-  **Gonçalo** Ribeiro 64

What is the teacher's role?

## Verbo Estar

O verbo estar é um verbo irregular. Na sua conjugação, há alterações no radical e nas terminações, como: eles estão, que ele esteja, se eu estivesse. Em linguagem informal, ocorre habitualmente a supressão da sílaba inicial do verbo estar: tá em vez de estar, tivesse em vez de estivesse, tivemos em vez de estivemos... levando a que haja confusão com o verbo ter. Essa supressão, embora aceitável em linguagem oral, não pode ocorrer em linguagem escrita.

Gerúndio: estando

Participio passado: estado

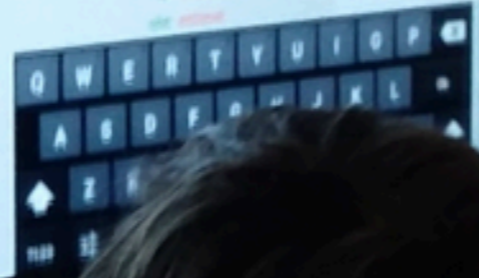
Infinitivo: estar

Tipo de verbo: irregular, de ligação, auxiliar

Transitividade: transitivo indireto

Separação silábica: es-tar

Indicativo		
Presente	Pretérito Imperfeito	Pretérito Perfeito
eu <b>estou</b>	eu <b>estava</b>	eu <b>estive</b>
tu <b>estás</b>	tu <b>estavas</b>	tu <b>estiveste</b>
ele <b>está</b>	ele <b>estava</b>	ele <b>estive</b>
nós <b>estamos</b>	nós <b>estávamos</b>	
vós <b>estais</b>	vós <b>estáveis</b>	









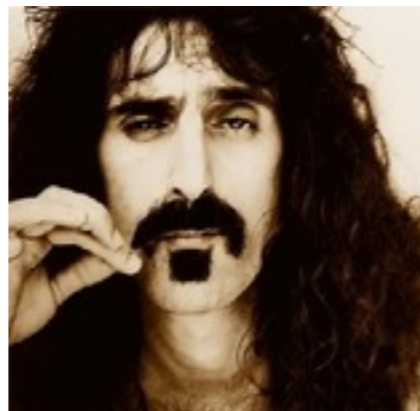
**Every teacher has the right to teach classes in his or her own way. Really?**

“If we teach today’s students  
as we taught yesterday’s,  
we rob them of tomorrow.”

– John Dewey

“A mind is like a parachute. It doesn't work if it is not open.”

- Frank Zappa



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# Thank you!

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