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

José Alberto Lencastre
jlencastre@ie.uminho.pt
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
To consider different pedagogies: flipped learning, project-based learning, cooperative learning, collaborative learning, game-based learning, mobile robotics, ...

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

To (re)imagine the learning space: What is the teacher's role? What are the students' options for different activities?
What are the students' options for different activities?
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: estou, que eu esteja, se eu estivesse. Em linguagem informal, ocorre habitualmente a supressão da sotaque inicial do verbo estar, ou 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

<table>
<thead>
<tr>
<th>Modo</th>
<th>Presente</th>
<th>Presente Imperfeito</th>
<th>Presente Perfecto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicativo</td>
<td>eu estou</td>
<td>eu estivesse</td>
<td>eu estive</td>
</tr>
<tr>
<td>Indicativo</td>
<td>tu estás</td>
<td>tu estivesse</td>
<td>tu estivestes</td>
</tr>
<tr>
<td>Indicativo</td>
<td>ele está</td>
<td>ele estivesse</td>
<td>ele estivesse</td>
</tr>
<tr>
<td>Indicativo</td>
<td>nós estamos</td>
<td>nós estivemos</td>
<td>nós estivemos</td>
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<tr>
<td>Indicativo</td>
<td>vós estais</td>
<td>vós estivestes</td>
<td>vós estivestes</td>
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<tr>
<td>Indicativo</td>
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<td>estiveste</td>
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Tipos de verbo: irregular, de hípocílito, auxiliar

Transitividade: transitivo imediato
Separação sintática: no typo
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!

José Alberto Lencastre
jlencastre@ie.uminho.pt