



# Module 3

## Learning Approaches



## Learning Area 3 - Innovative techniques to foster learning opportunities: *Creative Classroom*

## Keywords:

- Creative classrooms
- Personalised education
- Enabling potential

M3\_LA3\_a

# Creative Classroom



Innovative practices  
(collaboration,  
personalization, active  
learning, creative learning)



All types of learning  
environments, in  
formal and informal  
settings

Creative Classrooms are learning environments where people receive a personalised education that helps them to stimulate their creative, communicative and intellectual potential

Creative Classrooms are composed of  
**8 interrelated key dimensions.**

A good creative classroom should  
tackle all - or a significant number of -  
these dimensions

# 1. Contents and Curricula

CCR's contents and curricula should be open, flexible, linked to real-life contexts and regularly updated

## 2. Assessment

Assessment should be integrated, authentic and holistic, replicating real life contexts



## 3. Learning Practices

Learning practices should be flexible, playful and engaging, meeting learner's individual needs and enabling self-regulation and peer-learning.

## 4. Teaching Practices

Educators should act as mentors, orchestrators and facilitators of learning and they should represent a role model of creativity and innovation.

## 5. Organisation

CCR organisational practices should be co-owned and shared among all community members, and able to meet local circumstances and needs

## 6. Leadership and Values

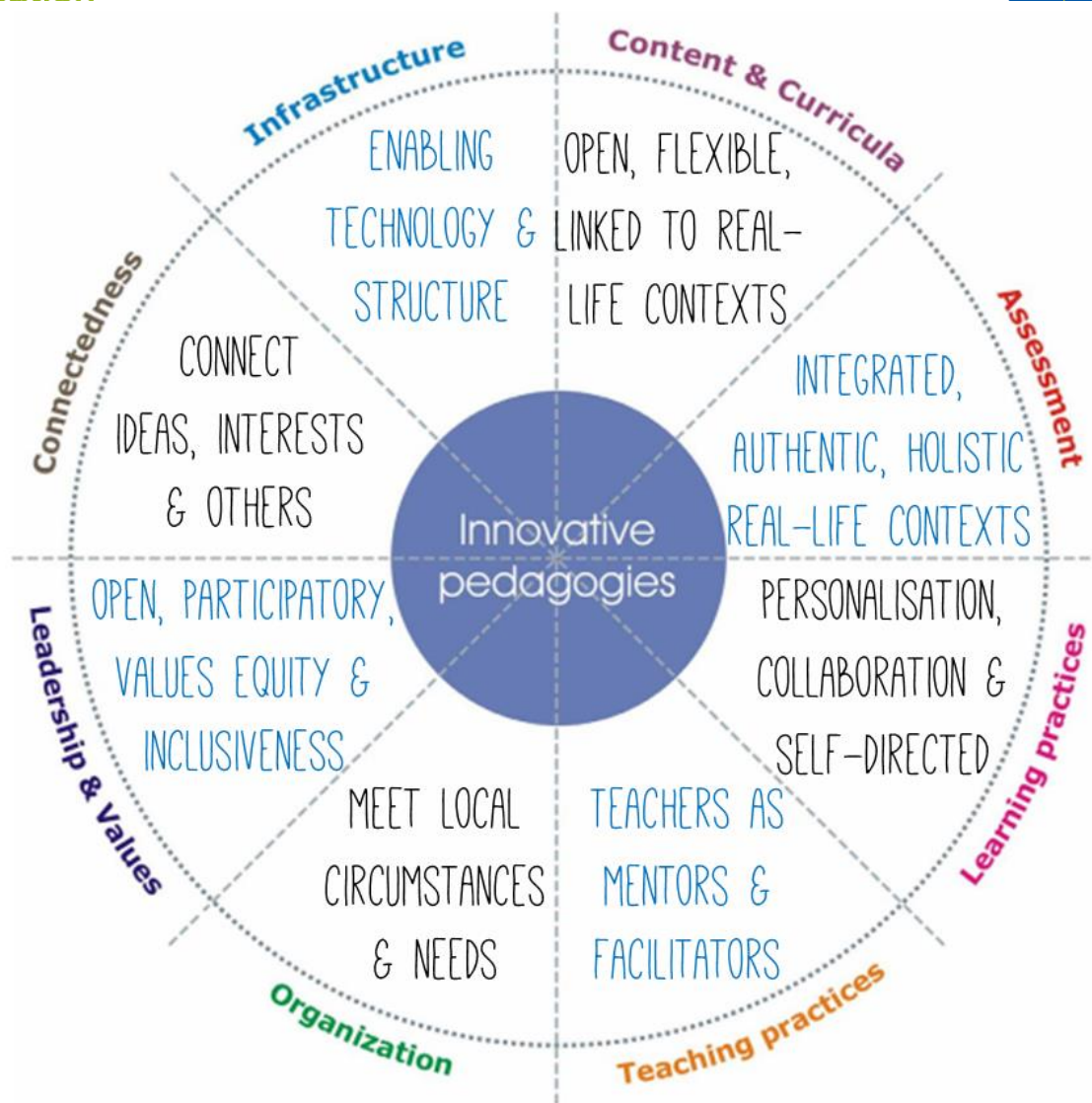
School leadership inside CCR should be open and participatory and should put into practice values like equity and inclusion.

## 7. Connectedness

CCR should empower both educators and learners to connect with ideas, interests and people (e.g. peers and parents), creating a broader learning experience

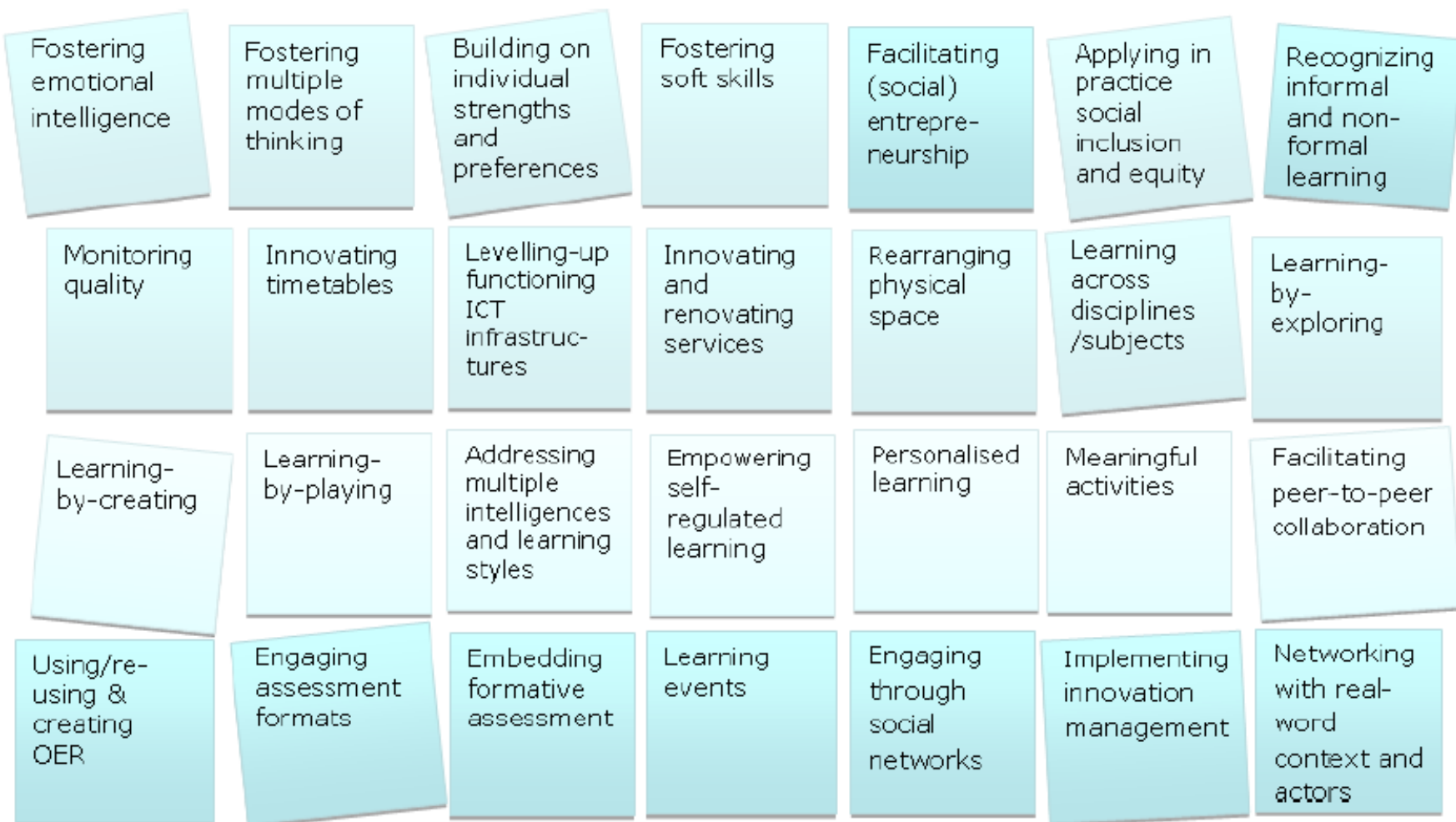
## 8. Infrastructures

Infrastructures should be dynamic so that innovative practices can be facilitated and disseminated outside, extending the boundaries of the learning space



The Creative Classrooms model has identified 28 parameters that represent what CCRs can enable (in learners, in educators, of teaching approaches...) when it is applied.





## **Sources:**

- <http://ftp.jrc.es/EURdoc/JRC72278.pdf>
- <http://is.jrc.ec.europa.eu/pages/EAP/SCALECCR.html>
- Innovating Teaching and Learning Practices: Key Elements for Developing Creative Classrooms in Europe
- <https://repository.nie.edu.sg/bitstream/10497/3681/8/SCTT1-5a.pdf>
- <https://findingheroes.co.nz/2016/06/28/the-library-as-a-classroom-for-library-staff/>



# Learning Area 3 - Innovative techniques to foster learning opportunities: *Educational Games*

## Keywords:

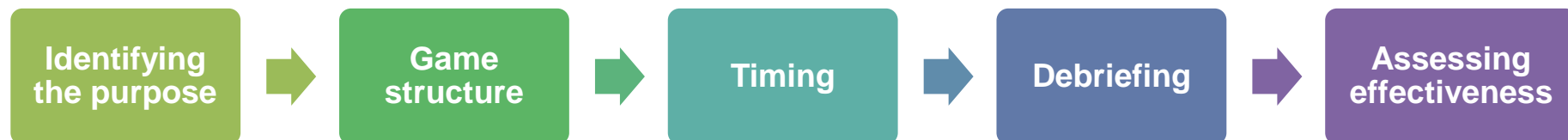
- Motivation
- Game
- Creativity

M3\_LA3\_b

# Educational games foster learners' motivation

The word 'motivation' contains two basic elements: **motive** and **action**. The motive is the factor determining the action

# In order to design an educational game there are 5 steps to follow



## STEP1 - Identify the purpose

- Identify the **goals** to be achieved (aka knowledge /skills to be developed during the training)
- Pick a **theme**, a **skill**, a specific **topic** of the course to build the game

## STEP 2. – Game Structure

- Create a **game scenario**
- Define the **roles**
- Define the **activities** that will compose the game
- Prepare the **material** (mandate, instructions, script)



The **mandate** is the tool determining who the characters of the game are and what goal they have to achieve, it allows an understanding of the key elements the participants need to know in order to be able to identify with the character or to play.

**Instructions** explain to participants what they have to do during the game, they tell about the scenario and provide practical guidance

The "**trainer's script**" provides guidance on how to manage the game, which activities learners have to perform and in what order, it gives practical advice and suggestions.

## STEP 3 – Timing

Each mandate should contain instructions on **delivery time**. The more the task for the group is complex, the more time participants will need. However, in **general** each activity should not exceed 30 minutes.

## STEP 4 – Debriefing

During debriefing, educators should act as **facilitators** who stimulates dialogue, the circulation of ideas and reflection.

*Debriefing is made up of 3 phases*

- 1. Description:** educators invite everybody to express their opinion without fear of being judged
- 2. Analysis-analogy:** educators and learners analyse the game, searching for analogies with the real world
- 3. Implementation:** participants think about the game and try to draw conclusions about what they found out and what they have learnt

## STEP 5. – Assessing effectiveness

Learning can be significant if:

- It is the product of an **active construction** by the subject;
- It is **closely connected** to the **concrete situation** in which learning takes place;
- It arises from **social collaboration** and **interpersonal communication**.

## Why using educational games?

- The engaging situation created by the game makes the individual **sympathetic** from an emotional and neuropsychological point of view;
- They allow putting into practice one of the main principles of recent learning theories: that people learn, first of all, **by doing**
- They stimulate **creativity** and **problem solving** skills



# Learning Area 3 - Innovative techniques to foster learning opportunities: *Educator as Mentor Leader*

## Keywords:

- Leadership
- Mentors
- Skills

M3\_LA3\_c



Teacher-centered  Student-centered

Teacher  Mentor

# Mentors as team Leaders

Team leaders **guide** and to **motivate**,  
promote **potential development** and **share**  
**resources** to achieve the goals given to the  
team

When the educator take on the role of mentor leader....

## 1. Communication

a mentor leader makes sure to be **understood adequately**, asking for prompt feedbacks on the comprehension of the information s/he gave

When the educator take on the role of mentor leader....

## 2. Vision

a leader transfer his/her **vision into goals**, such as

- I. performance goals (which outcomes must be achieved);
- II. goals of sharing (what people have to know);
- III. relationship goals (how people should behave to each other, to him, to the rest of the company).

When the educator take on the role of mentor leader....

### 3. Relationship

a mentor leader is able to create **trusting relationship**; s/he is able to **listen**; s/he strives to **create motivation**; s/he acknowledges his/her mistakes and is **willing to change** his opinions and attitudes.

There are **4 leadership styles**

Managerial  
Authoritative/Influential  
Fatherly/Cooperative  
Participatory/Educational

A mentor leader should be able to:

- know which are different styles of leadership;
- recognize his/her own leadership style;
- be able to change and adapt to situations.

Teacher leaders assume a wide range of roles to support school and student success. Mentor leader should be:

- **Resource Provider**
- **Learning Facilitator**
- **Catalyst for Change**
- **Learner**

**....and much more!**