



SEDIN Trainers / Teacher Recording

Date	24/2/2020	School / location	
Name	Case Study 15 (personal information not included in this public version)	Number of participants	12
Specialty		Age of participants	8-9
Course content	<p>Cognitive subject: Mathematics Thematic unit: 8th Lesson: 49. The measurement of time Title: 49. "What time is it?"</p> <p>Materials</p> <ul style="list-style-type: none">✓ 12 small circular blue cards with numbers from 1 to 12 (the time of the clock)✓ 12 small circular green cards with numbers from 5 to 60 (minutes)✓ 1 marker✓ 1 large piece of paper, bought by meter✓ 1 laser <p>Phase description</p> <p><u>1st teaching phase:</u> After drawing the circle on the measuring paper, which is placed in the center of the classroom with the desks and chairs set aside, I marked the hours of the clock with the marker. The design method requires a spacious frame to allow students freedom of movement. Initially, we devoted ourselves to the reading familiarization of the students with the hours and minutes, highlighting with the laser each time the requested time. This introductory activity lasted 10 minutes.</p> <p><u>2nd teaching phase:</u> Each student was given 2 circular cards (one green and one blue) which contained a random time and a random minute. They were placed with pegs on the students' clothes. Then, as a teacher, I would recite the time which the students were called to find. Those with the corresponding cards had to form the time by lying on the meter paper. The students then evaluated and repeated the time formed by the protagonists. This process was repeated until all students were involved. This process took 20 minutes.</p> <p><u>3rd teaching phase:</u> In this phase, two students each time secretly represent the clock hands and decide a random time and place and represent it (on the large paper) through their body on the hour and minute of the flat clock. The other students must find the time formed by the other two students. This is repeated many times, so that all pairs of students have played the clock hands. The final consolidation phase lasted 15 minutes.</p>		

1. What did you plan to do with this teaching intervention and how well did you achieve your goal? Please explain your answer.

With this particular teaching intervention, I set as my main teaching goal the familiarization of students with the measurement of time, which is a daily need and habit of modern human being. I was also interested in assessing whether this pilot Application of Creative Learning advocated by the Montessori authority would have a positive impact on all of my students. I believe that my original goal was achieved and in proportion to my expectations it had a higher acceptance and success rate.

2. How did you feel teaching this lesson to the group?

The truth is that despite the fact that this was an innovation in our educational daily life, before the start of the process, I had a feeling of embarrassment. However, in its evolution, the image of my students has contributed more to my personal discharge and inner satisfaction.

3. How did the students respond to the activities / how did they participate / how did they behave? (please give examples)

The students responded actively and with great interest to the activities involved in this training process. In the beginning there was a storm of questions on their part (*why do you give us the circles? What is this circle in the middle? How do we find what time it is*). However, as the process was going on, they realized that training them in something they had a daily contact with was a very important task. Also, the fact that they had to compete and work together at the same time kept their interest undiminished. There was, of course, a creative "chatter" with the students expressing opinions and personal outbursts (*Now it's my "time"! - Make it difficult for us, sir – Of course they won't find it! Marilena, lay down now!*)

4. Describe in more detail how students interacted with you.

The main interaction of students with myself is categorized into two levels. One was in the introductory phase, when students tried to understand the factual use of minutes and time. In addition, there was a widespread feeling of embarrassment and anxiety, mainly due to the time that was devoted to waiting of the order to enter to the didactic phase of the announcement of the formation of time.

5. Describe in more detail how students interacted with each other.

Students tried activities of collaboration rather than competition with each other, as the dominant activities were asking to cooperate than to compete with each other. The "wells" (small circles for chatting) they made with each other, and the meanings they made with eye contact or hand movement, gave a more student-centered character to the overall process.

6. Did this lesson help improve the integration of individuals or groups of students? Please explain your answer.

The lesson helped to a large extent the Roma students, who are included in the whole class, to join the group activity, to have the joy of participating and to show off their special abilities. In fact, in the ensemble, there was a Roma student who knew the electronic clock as he has one, and made cognitive additions to the interpretation and reading of the time.

7. What would you do differently next time? What new knowledge did you gain with this teaching intervention?

I believe that I would not make any particular distinction in terms of teaching intervention the next time as the prerequisite goal was the participation of students. Their deepening in the cognitive aspects of the course was successfully implemented. The only thing I might change would be the location of the activity as the school yard could become the place where we would paint the "ground" clock with chalk, in collaboration with the art teacher.

8. Please record any other comments - what do you think the students have learned from the teaching intervention and give examples that confirm this learning.

I believe that in addition to the cognitive training that the students achieved through their participation, I should focus the overall assessment to two main parameters. The first falls on the moral level, as students have realized that many times, the value of collaboration is worth much more than an individual success, in which positive emotions are one-sided. For me personally, the image of my students exchanging handshakes after their successful endeavors, applauding their classmates, or even urging them to correct their position is an indisputable credential of this belief. The second one focuses on the metacognitive benefits of this activity. Until we did this activity, on average, at each teaching hour, there were 10-12 questions about the time the bell rang. Now, the striking thing is that the number of students asking similar questions has dropped from 12 to 2. This now makes students capable and autonomous.