



SEDIN Trainers / Teacher Recording

The SEDIN project is funded by the European Union and therefore it is necessary to present its implementation. Completing this sheet helps us to gather data on the application, but at the same time you help yourself to understand the Montessori Method and Creative Learning and how to best apply the methods. Thank you in advance for the detailed completion of the form after each session.

Date	30/04/2020	School / location	
Name	Case Study 8 (personal information not included in this public version)	Number of participants	10
Specialty		Age of participants	8
Course content	4th grade History lesson 6th section: "The Adventures of Odysseus"		

The following questions are open-ended and ask you to freely record your thoughts, impressions and a subjective assessment of the process and its results.

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

My goal was to apply an alternative teaching approach on the above unit in the classroom, based on the knowledge and skills I acquired from the seminar. I had prepared accordingly and I had prepared my students too. I can't hide from you that my students were more excited than I was. Unfortunately, two days before the scheduled class, the schools closed. After my initial planning was overturned, I decided to complete the programme when the schools would open again. However, after the Easter holidays, the school started teaching us the Sisco Webex (synchronous communication platform). From our first meeting, the students asked us to do this lesson through the platform. It was really a challenge for me to be able to apply the principles of Montessori education through distance learning. I have to admit that it took a lot of effort, preparation and coordination to succeed. First of all, several meetings were held to familiarize students with the tool. This was done because in different phases of teaching I had to grant platform management rights to all students in turn.

Once the students understood the tool, we had to work on the phases of the scenario and adapt them to the context of distance learning (hyperlinks, documents, presentations). Eventually we managed to play a role-playing relay, where the students managed to represent our story. Assessing the process, I think that distance Montessori education is possible, but it cannot achieve in no way the same results that a face to face teaching would have achieved. In conclusion, I would like to inform you that my students and I have committed ourselves to repeating the process when the schools open. The material presented is some photos through the computer camera, but I can't send them, since they mainly contain the faces of my students.

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



The truth is that I was quite anxious, as it was the first time I had to do such a teaching course and even through a synchronous communication platform. I would like to inform you that I have a lot of experience in collaborative models, but this was unprecedented for me. The feeling that overwhelmed me when I finished was that I felt “complete-content” as a teacher and I was happy with the participation and initiatives of my students.

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

The students reacted as if they had been ready since a long time. That happened possibly because there was a lot of discussion before. What surprised me was the initiatives they were taking and the solutions they were proposing in order to make the course online. As an example, I would like to mention that a student, with his instructions to his classmates, managed to represent Odysseus' ship passing through Skyla and Charybdis. Half of the students "paddled", "Odysseus" stood motionless in the middle and the rest represented the monsters with voices and movements. We played the episode with the Sirens by inviting them out of the house, where they were locked up because of the Coronavirus.

- 4. Describe in more detail how the students interacted with you.*

For the students, I became one of them. The boundaries between teacher and student have been narrowed. Achieving the goal became the first priority. We worked as a team, and at the same time while implementing the course, there were suggestions on how the script could be implemented differently. They were addressed to me more for additional information or when they could not agree. I had to read them to them the specific passages from the Odyssey in order to decide the scenes from classic paintings. Finally, it is interesting that several times they disagreed with my suggestions on how to represent the story.

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

At first they disagreed on almost everything. But when they started talking, and because I told them they finally had to find a solution, they did, they found a common ground. Repetition helped them find solutions and coordinate each other.

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

The way the lesson was done does not help much in the integration of individuals. However, the organized interaction and participation certainly allowed students who had been distanced in the past to take on roles themselves.

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

I will do everything differently. I think that the acquisition of knowledge should be experiential and playful. Along with the subject, students are taught attitudes and behaviors that are shaped

by the communicative situation. A collaborative-experiential model cultivates and develops skills and problem management skills while addressing the teaching objectives: social interaction, understanding and tolerance of the different person, empathy and self-respect.

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 think I have given above a picture of what has been achieved through this didactic intervention. I may be too excited by the successful outcome and this might influence my assessment, but because further application of the model is an evolutionary process, I believe that students can only benefit from this effort. As an example, most of my students can reproduce this story, play with it, expand it, and adapt it to today's reality.