



SEDIN Trainers / Teacher Recording

The SEDIN project is funded by the European Union and therefore it is necessary to present its implementation. Completing this short report helps us 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	3/03/2020	School / location	
Name	Case Study 1 (personal information not included in this public version)	Number of participants	15
Specialization		Age of participants	10
Course content	MATHEMATICS		

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.*

The lesson was taught as a whole in the school yard. For this reason, "Arena" was painted in the courtyard. The goal was for as many students as possible to participate, to work with the least possible dependence on me. The children were excited, cooperated and the lesson was effortless.

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

I felt like a child and I get along with my students. The playful mood that was created enticed me as well.

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

Students were hesitating at first until they split into groups and then until they realized the use of "Arena". Cheerful and with a lot of humor, they worked hard and enjoyed it. The idea of making the lesson in the outdoor, with freedom, without the limitations of traditional teaching, had excellent results.

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

There was a lot of impatience and a little mess at first until the groups of three split up and the roles were shared. There was great interest and enthusiasm along the way. And the mere fact that from the passive relationship and the static form of the class, as well as from the immobility of the lesson passed to the movement, to the active cooperation and to the game itself led to the discipline, obedience and respect of the rules I set from the beginning.

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

The students of each group, in the context of the cooperation that was necessary to complete the task given to them each time, developed social skills that concerned both their relationship and the approach of the members of the other groups. They showed respect, there was calm atmosphere towards the members inside a group but also towards the members of the other group. They exchanged knowledge and skills without even a trace of arrogance or competition. The students worked with independence and discipline and without even a sign of criticizing mood to comment when someone was making a mistake.

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

The need for cooperation, which was a prerequisite for the success of each team's goal through playful activities, the respect for freedom and the discipline among every team's members, resulted not only in not excluding anyone but also in integrating everyone into the common goal: the success of any action they were taking over. Nonverbal communication worked very well, several times the students were sending instructions through gestures. Empathy and anger management worked perfectly as all students understood that this particular way of working required strict adherence to rules, and dealing not with the Ego but with Us All. It boosted the self-esteem of most students.

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

I could involve more students at the same time, and create larger groups. I could possibly use as teachers the students whose social skills could be improved. I could have less active participation myself. The use of creative learning improved my communication with students and with each other. The new knowledge was primarily about changing the way we teach. I worked hard to have the students' work environment ready, especially in terms of strengthening their relationships.

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

Through the game that created the need for them to provide solutions to the problems that arose (eg find the result of the mathematical problem $126 + 213$), the students were encouraged to work together and provide solutions through collective effort. Some students took the initiative (they said "you have to go to this color and to this position"), they communicated when they had the opposite view, they interacted (eg "this position is wrong, I think we need to discuss it again because something tells me we are wrong"), they had discipline to apply the joint decision (eg "I do not agree but since most of us agree, OK"). If they made a mistake, they wanted a second chance (for example, "can I try again?"). And when they took that second chance and the result justified their decision, then they used to feel very happy, gained confidence and they all jumped embraced with each other . Even students who were sure of the result were not in a hurry to answer (eg "I want some more time to think, I don't want to make my team lose because of me") so through collaborating they gained responsibility because they realized that when you work as a team your actions affect others.