



SEDIN Trainers / Teacher registration

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	February 2020	School - location	
Name	Case Sudy 12 (personal information not included in this public version)	Number of participants	14
Specialty		Age of participants	6,5 – 7 years old
Course content	Linguistic Activities: The "grammar" of the classroom		

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.*

On the occasion of the language material for the farm, which was on the training platform, I "made" a corresponding material with concepts-things that exist in the classroom. This material was used to teach the main parts of speech to first graders. The aim, then, of the specific teaching intervention was to get the children in contact with every day "school" concepts and to classify them according to the language form in which they belong. Achieving the goal was judged both by the students' response to the material and by the "control" of the knowledge they acquired during the generalization in other environments (more details will be mentioned in the answers to the following questions).

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

The "construction" of the material and its use in the specific language teaching intervention made me feel more creative in the first place. The approach of a language unit such as Grammar, which is difficult and often "tiring" for the children of small classes, troubled me a lot in the past. The "metamorphosis" of the rules through the visual material and the positive reactions of the students made me very happy and inspired me, so that I can continue to co-create with my students such educational processes.

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

The response from the students was very good. The simplicity and ease of use of the material has had a positive effect on them, so that they can actively participate in the learning process. Even when they



were having difficulty or after a "mistake" they were not negative to try harder and / or try again, since as they said when working in their teams "this lesson is fun". It was also easier for them to work together and help their classmates who had trouble.

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

Students were very receptive to the use of the material and its combination with grammatical concepts. When I made the "acquaintance" presentation and explained to them how we would work, some were excited, some said "we won't do a lesson today", while the majority were interested in finding out if they could take it (the material) home. With the effective start of the teaching intervention and as the process progressed, they began to realize that they could retain what they were learning, transfer it and tell it at home, but also narrate it as a revision in the next few days in the classroom. They didn't blame themselves for the mistakes, saying during their work in the groups "it doesn't matter; let's do it again", while- when they became more familiar- they started to suggest other ideas for further enrichment of the material (with pictures and words). Finally, they really liked the use of Montessori grammatical symbols and therefore created opportunities to use them. For example, they played games in the classroom or in the courtyard that they had to find: «Name a black triangle (noun) that exists in the classroom. . . put in front of the black triangle you found a blue triangle (adjective) that suits him. . . ».

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

Initially the students were all together to get acquainted with the material and the lesson. This acquaintance was made both through PC (ppt presentation) and with the handmade material. The students' work was done in two groups of four children and in two groups of three children (total of 14 children). Each group had pictures and cards from the material at their disposal. In each group there was an "organizer-assistant", a role that changed at specific regular intervals. Students in their groups first recognized the words-images-symbols and then made short sentences and stories about what they presented to the other groups. There was also the possibility of completing the material (blank cards) with new images and concepts, always relevant to the thematic unit. During the group presentation, in addition to the material, the working rules of the groups were also made known and for the purpose of following them, each group dedicated time to the beginning of the daily teaching process for their oral revision.

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

From the observation during the teaching intervention but also from the evaluation of its results after the end of the process, it seemed that there were positive results for all the students. However, I would like to refer here in particular the contribution of this course in improving the inclusion of four students. In our class there are four students who since the beginning of the school year had some difficulties during the learning process (each one for their own reasons). Three of these students come from families of economic migrants (Egypt, Albania, India) and one from a mixed marriage (with their mother tongue not being Greek). The acceptance from their classmates was very good, since they were together from pre-school. But the learning difficulties they faced, especially in the

language class, often prevented them from actively participating in activities such as reading and writing new words. In the working groups, these children were divided equally (one in each group) and this gave them the space and time to better process the material and become familiar with the concepts to be studied. With the pictures and pre-made words-phrases, it was easier to try to make sentences and tell short stories. Also they were able to take on the role of organizer in structured activities with the material, which made them feel equal members of the class.

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

The differentiation of the teaching material and the active participation of all students made me understand that the creation of a more supportive learning process allows the empowering of all students and creates conditions for better processing of the knowledge offered. What I would have done differently is that I would have devoted more time from the beginning of the school year to the design and implementation of didactic interventions with enriched materials in both Language and Mathematics.

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

From this particular teaching intervention, the students learned (and these can be seen in what is mentioned above):

- To collaborate with work groups
- To follow the rules set in the beginning
- To make short sentences and stories about concepts and objects that exist in the school space
- To present their work to the rest of their classmates