

## PBL task 7 leaps Methodology in group work

### *Description*

#### **Introduction**

In this series of classes, you will acquire and process knowledge regarding didactic themes derived from a case study (DVD DIDICLASS ½ CD-rom: guided learning in practice (Wolters Plantyn) via Toledo). You yourself will determine the didactic themes on which you will be working in group, based on the case allocated to you by the lecturer. While performing the task, you will be working according to the **PBL-methodology “the seven leaps-method”!** (see assignment (or: task)). APART FROM THAT, there will be mini courses, performed per educational group. In these mini courses, concrete partial skills regarding teaching, will be practised.

What do you need? Or: What is required?

DVD “DIDICLASS 1/2”, CD-rom “Guided learning in practice (Wolters Plantyn)” (via TOLEDO), blackboard, chalk, paper, slides, writing equipment.

#### Assignment or task

→Practically:

Bring the textbook “Learning and teaching” to class!

Your lecturer will divide the group into educational teams of about six people. Your lecturer will give you a specific case (film fragment) which you will be working with. Before starting working on the assignment, the group decides who will be the chairperson, who will be the writer (writes down the results of the brainstorm for the group) and who will be taking minutes (he or she writes an intermediate and a final report). Remark: Everyone actively contributes in making the final report and the presentation!

→Concrete:

**Carefully watch the case** (watch fragment on Toledo). Also watch the related fragments (pupil/coach/mentor/expert,...). You can use our IT classes for watching the fragments. Ask whether there is a possibility of using the headphones

#### **After that, please work out these next steps, using the 7-leaps methodology**

1. Together, **clarify** new or unclear terms/words (also taken from the commentary fragments). Create a vocabulary list of these terms and words and record this list in your report (enclosed)
2. Define 2 didactical problems (in the form of practical research questions!) which occur in the case. Frame these research questions in the Van Gelder’s didactical model (avoid overlap with the rest of your class group! Discuss this with your lecturer!).
3. **Brainstorm** about the problems which have been mentioned: provide intuitive answers/solutions and links to known matters (e.g. from the theoretical classes), refine the questions, discuss which sources can be consulted (**TEST YOUR RESEARCH QUESTIONS TO PRACTICE! Take this into account while brainstorming AND during the next steps!**)
4. **Structure** the ideas from your brainstorm, e.g. using media (blackboard, paper, etc.)
5. **Formulate** clear learning targets which you (as educational group!) want to achieve with this assignment. (=What do we want to take with us, from our work, to practice? What do we want to achieve with this assignment?...)

6. **Divide the work and get to it! Collect all necessary material (from literature: sources: internet, textbook, articles, etc. from field of work (vary!))** to obtain answers to your didactical research questions (check step 2).
7. **Bring** all combined information **together in a written final report\* AND present this** to the entire class group using a **PowerPoint presentation** (check planning on TOLEDO). Every group member does his/her fair share of the work (both regarding the final report and the presentation)

**MAKE SURE THAT DURING YOUR PRESENTATION, BOTH THE THEORETICAL AND THE PRACTICAL PART IS COVERED**

Make sure your presentation\*\* is worked out in a creative way. You can use an active workform (teaching/learning format) here!

\*Tips on how to write a final report (max. 20 pages):

- Pay attention to using correct language. Language errors will only be tolerated to a limited extent. They will be taken into account while calculating the final result of your assignment.;
- In your report, render your research questions and the group learning targets linked to your research questions;
- Frame it all in Van Gelder's didactical model;
- Discuss the answers to your questions (check point 2). Formulate a clear conclusion per partial theme (Stick to the division between theory and practice clearly!);
- Provide your discussion items (you are allowed to do this per partial theme, or in the end);
- Give an overview of the consulted sources (SO ALSO OF THE SCHOOL(S) (TEACHERS(S)) INVOLVED)
- Formulate some critical considerations/objections regarding the workpiece (which remarks, regarding the content, do you place yourself?);
- Finally, concisely explain the followed method/procedure (unless agreed on otherwise with your lecturer) and add your vocabulary list (step 1) as an attachment.;
- Upload your report and PowerPoint presentation onto the learning platform in time (in consultation with your lecturer).

**\*\*Tips on how to work out the content of the presentation:**

Make sure following aspects are being discussed during your presentation, which is predominantly worked out from theoretical AND practical point of view: the research questions, the answers (theory and practice), the conclusions and the discussion items. Make sure you provide some space for discussion with the class group!

Every course participant is expected to:

- participate in the educational group
- actively think, discuss, argument, communicate, actively listens, summarizes, reports
- look up information (from literature and from the field of work)
- provide solutions
- cooperates actively and constructively
- give feedback and be open to feedback himself/herself – complete and hand in the peer evaluation in time (check document 'peer evaluation' on TOLEDO)

The chairperson is expected to lead the conversation

The writer/reporter: takes minutes/writes the report

**Remark:** In order to follow up the process closely and to provide feedback in time, it is handy to provide your lecturer with an intermediate report through TOLEDO (unless agreed on otherwise with your lecturer)!

**Sources** (To be consulted freely... We strongly advise you to, within these sources, look for information related to the didactical questions yourself!)

<http://taalunieversum.org/onderwijs/termen/>

<http://www.leren.nl>

<http://www.klasse.be>

<http://www.ond.vlaanderen.be>

<http://www.letop.be>

<http://www.klascement.be>

<http://www.schooldirect.vlaanderen.be>

<http://www.taalunieversum.org/onderwijs/publicaties/taalcompetenties>

<http://www.lerarenforum.be>

<http://www.lerarenlinks.be>

<http://www.lerarenblogs.be>

DIDICLASS DVD 1/2, CD-rom: Begeleid leren in de praktijk (Wolters Plantyn) – VIA TOLEDO

R. Standaert, F. Troch, I. Peeters & S. Piedfort, Leren en onderwijzen, *inleiding tot de algemene didactiek*, Leuven, Uitgeverij Acco, 2006.

#### 4.4.2. Evaluatie/observatieblad PGO-taak 7-sprong (groepsopdracht)

Voor dit onderdeel krijg je een **groepsscore op 30 punten (70% op de voorbereiding (= verslag, peerevaluatie\*) en 30% op de presentatie m.b.v. ppt).**

**Laad het verslag, de ppt en de peerevaluatie VOOR de presentatie op in TOLEDO!**

\*De peerevaluatie (zie TOLEDO) vul je elektronisch in en bezorg je via het leerplatform terug aan je lector!

**LET WEL: Peerevaluaties kunnen je individuele eindcijfer beïnvloeden!!!**

## Evaluatieblad PGO taak 7 sprong

Namen cursisten:

Klas:

Naam lector:

Datum:

Didactische onderzoeksvr(a)g(en) (1/2):

Afgeleide leerdoel(en):

### Vorbereiding/inhoud

Schriftelijk gedeelte:

Tijdig ingediend?

Volledig?

Verzorgd en zonder taalfouten ingeleverd?

Didactische relevantie (onderzoeksvragen, leerdoelen, antwoorden, besluit(en), discussie-items)?

Praktische relevantie (onderzoeksvragen, leerdoelen, antwoorden, besluit(en), discussie-items)?

Bronnen (betrouwbaar/gevarieerd) (theorie)/werkveld (praktijk)?

Kritische bedenkingen (pos./neg. -inhoudelijk) per deelthema?

Werkwijze toegelicht?

Verklarende woordenlijst toegevoegd?

### Presentatie

Structuur:

Pptontwerp en –gebruik/andere media:

Werkvorm:

Discussie:

### Peerevaluatie

Groepswerking:

**Beoordeling: OV – V – RV – G – ZG**