



Erasmus+



Škola za
cestovni
promet

UČENJE IZVAN UČIONICE

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LEARNING SUBJECTS AND SOCIAL SKILLS OUTSIDE

Living together,
learning together,
working together



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<http://www.ici.is/en/courses-and-education/online-course-i-and-ii/>



CILJEVI

- Kako stvoriti uključivo i kreativno okruženje za učenje
- Kako pripremiti učenike za suradničko učenje
- Upoznati konkretne, strukturirane i kreativne metode suradničkog učenja
- Kako koristiti igre i aktivnosti – u učionici i izvan nje za jačanje učničkog samopouzdanja i slike o sebi

VJEŠTINE I KOMPETENCIJE VAŽNE PRI ZAPOŠLJAVANJU

- Komunikacijske vještine
- Timski rad
- Prilagodljivost
- Vještine rješavanja problema

PRIMJER 1 – CAROUSEL -VRTULJAK

Sat razrednika

- učenici formiraju dva kruga – unutarnji i vanjski i okrenuti su licem jedan prema drugom
- nastavnik zadaje temu
- minuta za razgovor
- vanjski krug se pomiče –nova tema pantomima
- komentirati s učenicima



PRIMJER 2- DIAMOND RANKING- OD NAJVAŽNIJEG DO NAJMANJE VAŽNOG

- Sat razrednika; nastava: kao uvod ili ponavljanje
- učenici su podijeljeni u parove
- više od 9 pojmova vezanih uz zadanu temu
- pozicionirati pojmove u zadani oblik od najvažnijeg do najmanje važnog



- spajanje sa drugim parom
- usporediti pozicioniranje pojmova
- i napraviti zajedničku varijantu
- obrazložiti zajedničko rješenje




PRIMJER 3 - The Jigsaw puzzle method- Metoda slagalice ZA I PROTIV UČENJA IZVAN UČIONICE

Priprema za provedbu:

- Pripremiti materijal
- Planirati podjelu zaduženja u grupi
- Planirati vrijeme potrebno za provedbu
- Previdjeti metodu vrednovanja



 Groups and roles				
Group	A	B	C	D
1	Luisa and Sergeja	Katharina	Monica	Sofia-Eva
2	Urška	Caroline	Liliana	Eveliina
3	Libor	Lucija	Philippe and Demelza	Brigitte
4	Astrid	Anna	Agnieszka	Zlatka and Teodor
5	Paul	Renata	Maria	Christelle

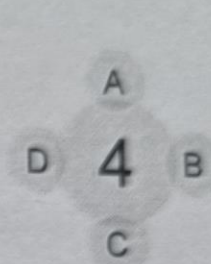
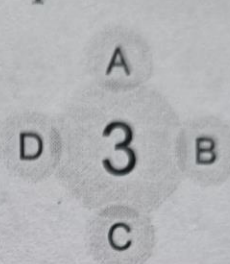
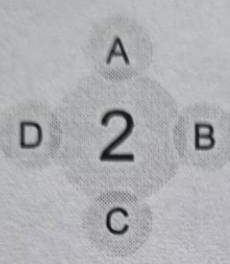
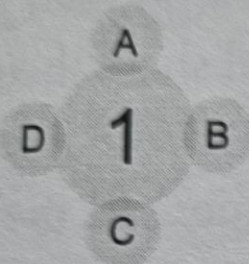
PROVEDBA

- učenici su podjeljeni u skupine (3-5)
- Svaki učenik dobio je pitanje označeno slovom A,B,C,D
- Svaki učenik napisao je kratki osvrt na pitanje koje je dobio (5 min)

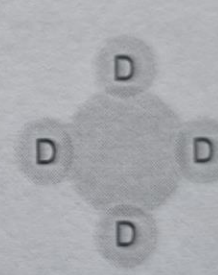
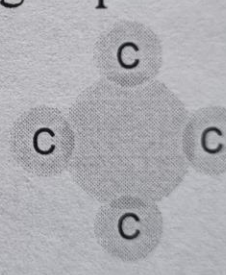
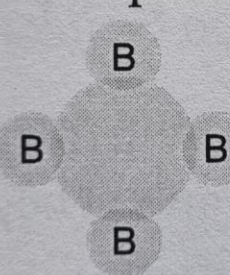
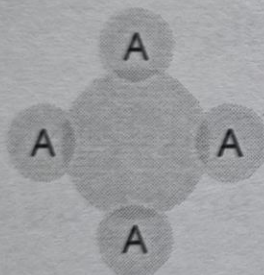


-Učenici s istim slovom formiraju „ekspertnu skupinu”

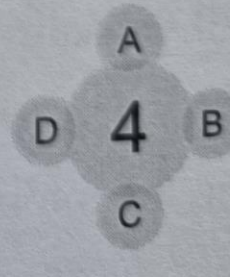
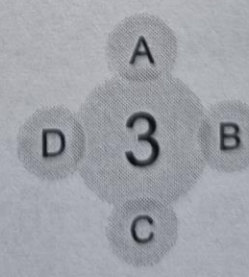
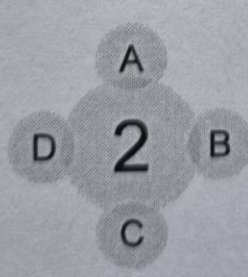
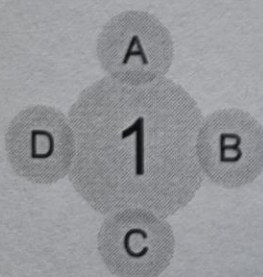
Basic groups



Specialist groups



Basic groups again



- „ekspertna skupina” - razmjena i zapisivanje ideja koje su iznesene (15min)

- Povratak u svoju grupu i izvještava o idejama „ekspertne skupine” (15min)

Zajednički odgovoriti na dva ključna pitanja(10min):

-koje su najveće prepreke za učenje izvan učionice (imenujte 3 najveća problema)

- navedite što je više moguće rješenja za te probleme

Dogovor o načinu prezentiranja (rasprava, poster, pjesma, gluma, intervju, pantomima...)





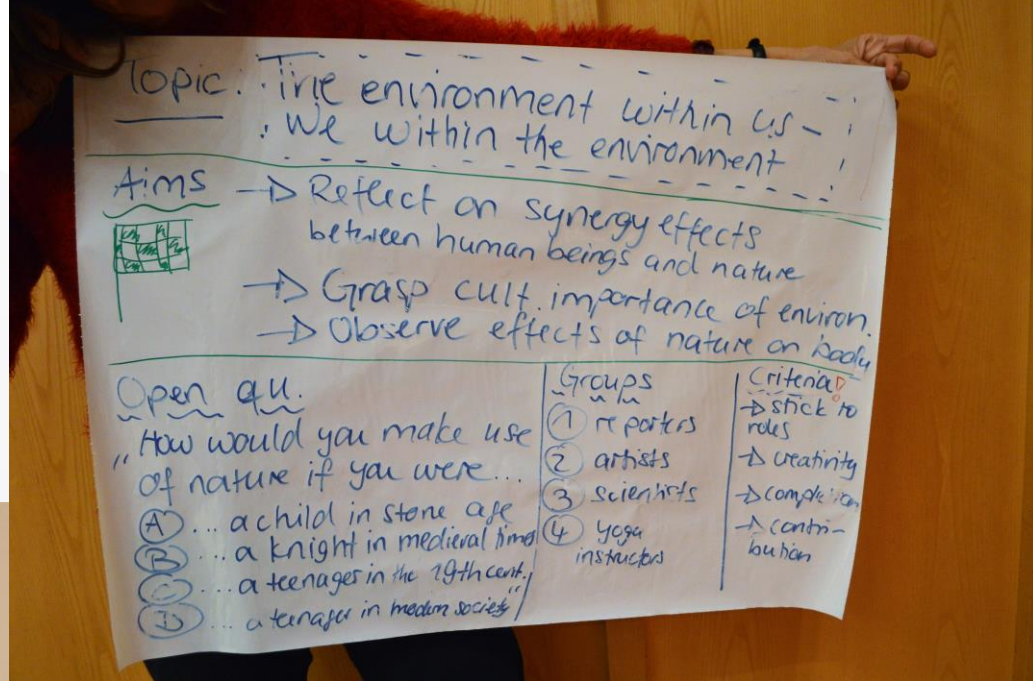
Monica

Monica

Libor

Vrednovanje i samovrednovanje

Evaluation criteria	Points 0:	Points 1:	Points 2:	Points 3:	My Score	M. Score
Time management	I came to class when it was ending	I came to class 15 - 20 minutes too late	I came to class a few minutes too late	I came to class on time		
Sharing information	I did not share any information with the team.	I shared a little bit of information with the team.	I shared some useful information with the team.	I shared lots of useful information with the team.		
Participating in the outdoor tasks	I did not participate in any of the tasks or assignments.	I participated less than half the time on any tasks or assignments.	I participated on more than half, but not all the tasks and assignments.	I participated in all the tasks and assignments.		
Contribution to group atmosphere	Outside of the structured class activities I only socialized with people I already knew	Outside of the structured class activities I mainly socialized with people I already knew	I tried to socialize with people outside of the structured class activities but usually with the same people	Outside of the structured class activities I made an effort to socialize with everyone		
Listening to other members of the group	I did not listen to other members of the group; I did things my own way.	I did not listen to other group members' ideas or suggestions very often.	I listened to other group members' ideas and suggestions nearly all the time.	I always listened carefully to other group members' ideas and suggestions.		
Preparation	I was not well prepared and was freezing during the outdoor tasks and I did not accept to borrow warmer clothes.	I thought I had prepared well but it wasn't enough and I was a bit cold. I did not want to borrow warmer clothes.	I was well prepared, but it was not enough for the Icelandic weather so I was happy to borrow warm clothes.	I was well prepared for outdoor activities in Iceland with warm clothes and shoes.		
Giving Feedback	I didn't give any feedback	I gave limited feedback when prompted	I gave unprompted feedback several times but with few suggestions of improvement when needed	I gave supportive, detailed and clear feedback with suggestions of improvement when needed		
Attention and respect	I checked my phone many times throughout the class	I checked my phone occasionally during class	I checked my phone once or twice during class	I turned my phone off during class except for translation or time keeping.		
Add 1 point if you can say yes to the following statement: I did my best.						
FINAL SCORE						



VIOLENCE

A: Explain all the ways people mistreat animals

B: Name all possible types of bullying

C: Which do you think are the groups that are more likely to experience any kind of violence? and what types of violence are they likely to experience?

D: What do you think are the manifestations of violence that you can observe in society today?

B-Group: 10 Min

Task 1: What do you think we can do to prevent violence?

Task 2: Rank the ways to prevent violence from the most to the least effective

Creative tasks: Once you have decided on a presentation 30 Min

- Group 1: Advertisement for a helpline
- Group 2: Poster of an organisation trying to fight violence
- Group 3: Short plays about prevention of violence





Hvala na pozornosti!



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