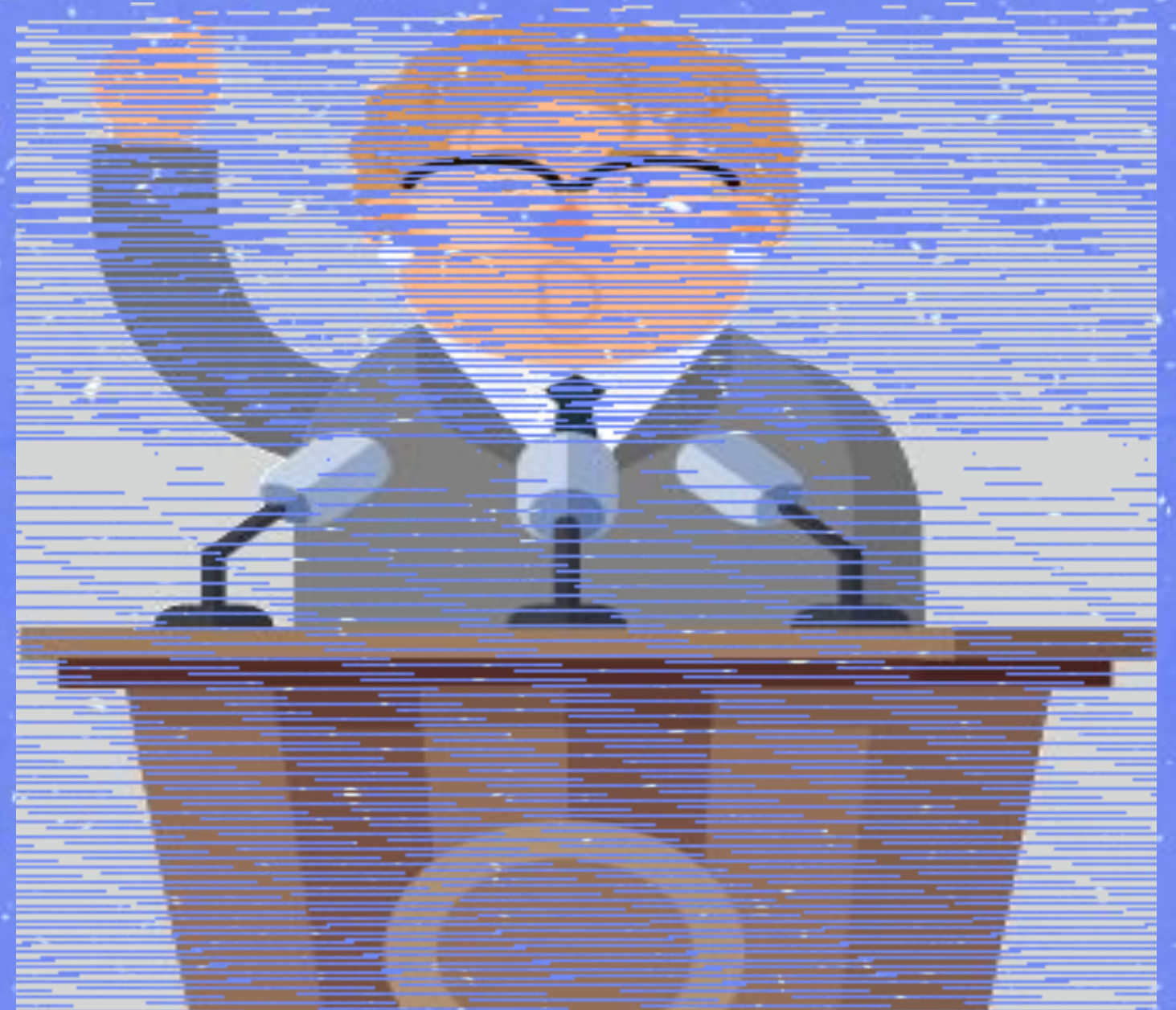


Classroom DEBATES

Turn them into an effective Teaching Tool



Europass 2024

Cecilia Iris Baldo, MA

Cecilia



- My studies and why I became a teacher
- Why I moved to the Netherlands
- My working experience in the NL
- Europass in my life

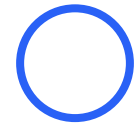




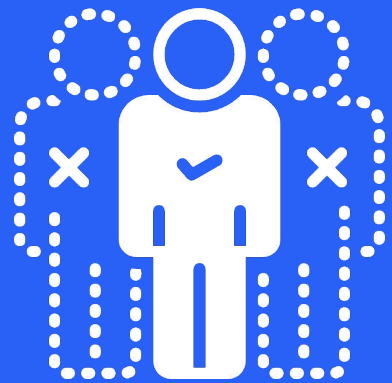
○ Europass and Molinos de Viento “

- History of Molinos de Viento
- History of Europass
- The team
- House rules





Practical Matters



5 meetings,
80% of attendance. *



Cultural activity: deadline
to decide is on Tuesday.



2 breaks. Feel free to bring some lunch
for the second break.
Free coffee and tea.



Learning Agreements:
to the reception.



Saturday: time off



Wifi:

Net: Molinos Gast
Password: deviento

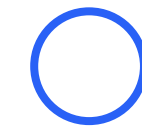
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9 to 10.15	Introductions and Ice-breakers	The art of Public Speaking Debating Styles	Choose the right topic for your debate	Evaluation tools for your debates	Create a sustainable lesson plan Summary	Cultural activities
10.15 to 10.30	Break	Break	Break	Break	Break	
10.30 to 12	School Presentations	Debates in your classroom	Preparatory Researching	The pitfalls of debating in the classroom	Create tools to help your students prepare for debate sessions.	
12 to 12.30	Break	Break	Break	Break	Break	
12.30 to 14	Goal-setting Networking	Active Listening	AI: the basics + how to use them in debates	More resources Dutch Educational System	Certificates!	

About Amsterdam



- Walking tour: History and Geography
- Transport: Google Maps, GVB
- Weather
- Cafés, bars and coffeeshops
- Bikes





Zaanse Schans

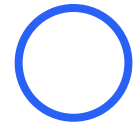


Open-air museum of life a few centuries ago.

NOT in Amsterdam, 40 min away from
Central Station by bus.

We give you tickets for bus and the
museums.

Museums close at 5PM but the park is open



Rijksmuseum

You can see all the Dutch artist's most famous paintings: Vermeer, Rembrandt, Van Gogh...

Walking distance from the school.

Located in the beautiful Museum Square, near the Van Gogh, Moco, Stedelijk and the Concert Building.

Open until 5PM, and that means that at 4.55



Questions?





Empathy



Use of phones

We'll work with phones.

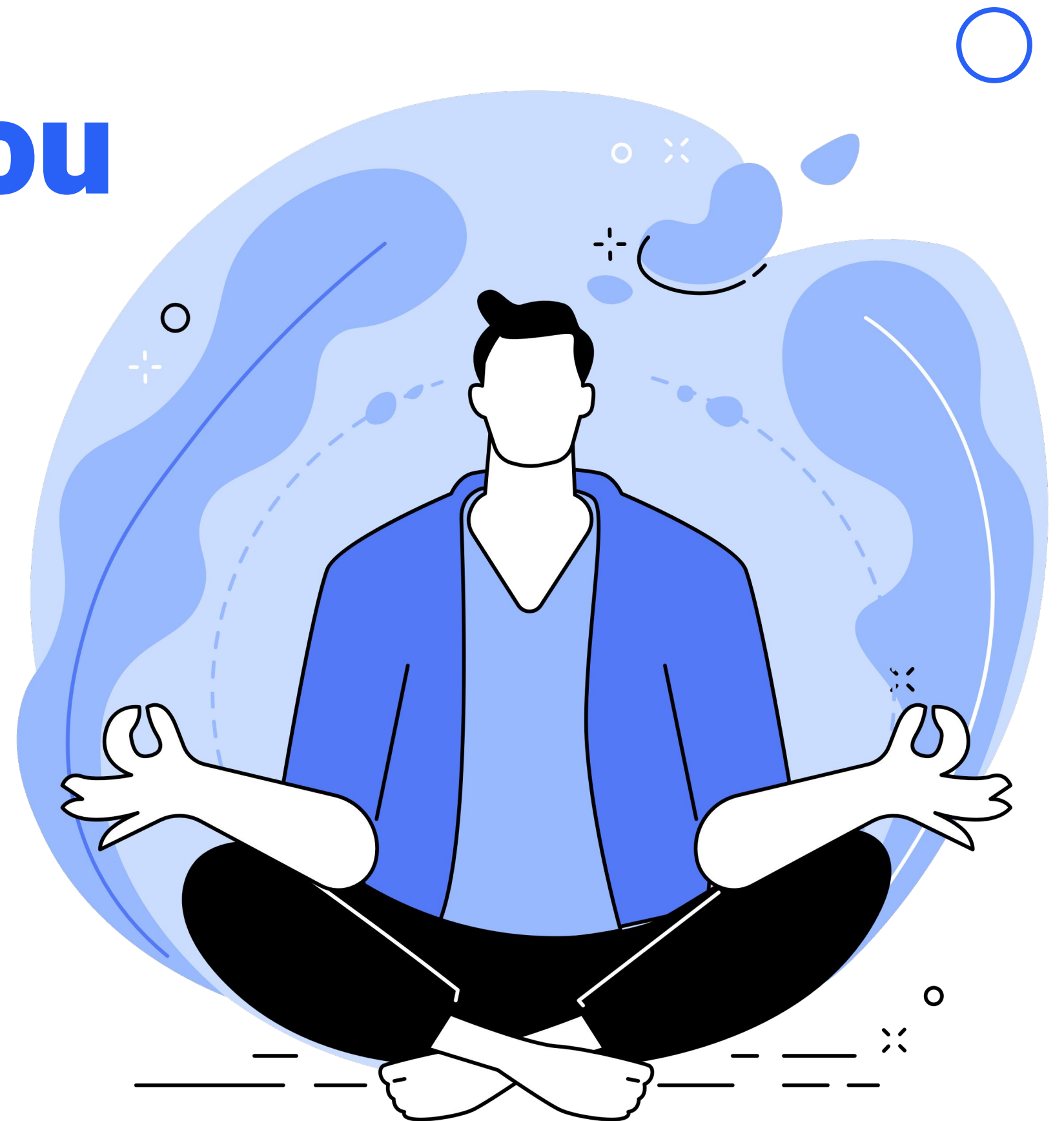
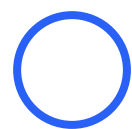
Please try not to scroll down social media,
answer messages or other things during the
class.

This course is for you



There are no exams, just your self assessment

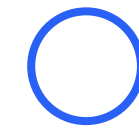
You are not forced to participate actively in any exercise or activity. If it is too challenging or you feel uncomfortable for you, you can always step back and “observe”.



Photos and videos

Let's make good memories,
but respecting each other.
Before taking pictures, make sure the person
who is being photographed feel safe and ok
with it. Asking for consent is always a great
idea. This applies to the classroom and





Ice-Breaking Activities



We will now going to make a series of activities meant to get to know each other and “break the ice”.

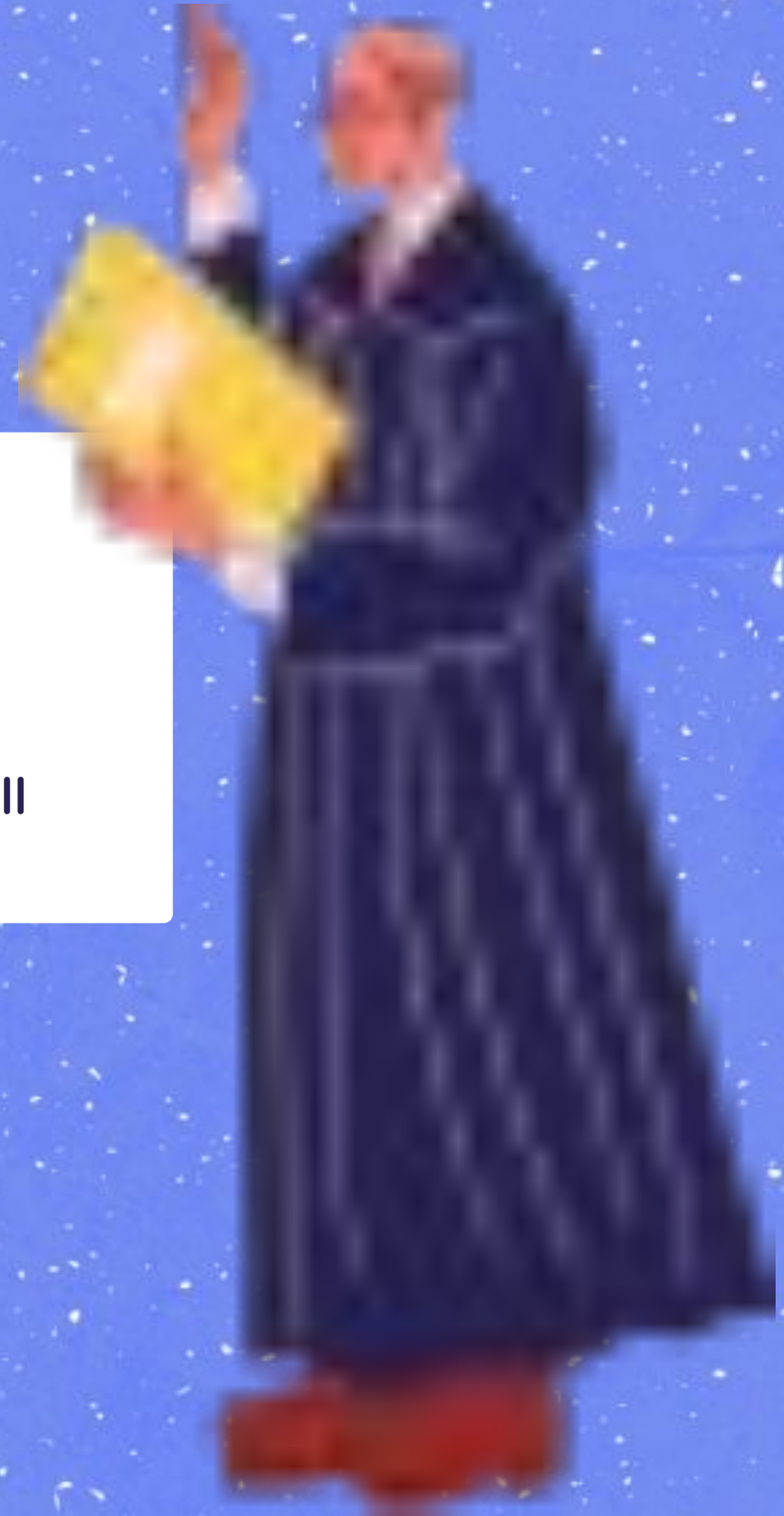
The learning goal is to start working as a team and feel more comfortable with each other.

Next is for each team to create a team name and a team logo.

SILENCE SIGN

When someone else is speaking to the group, please let's just listen.

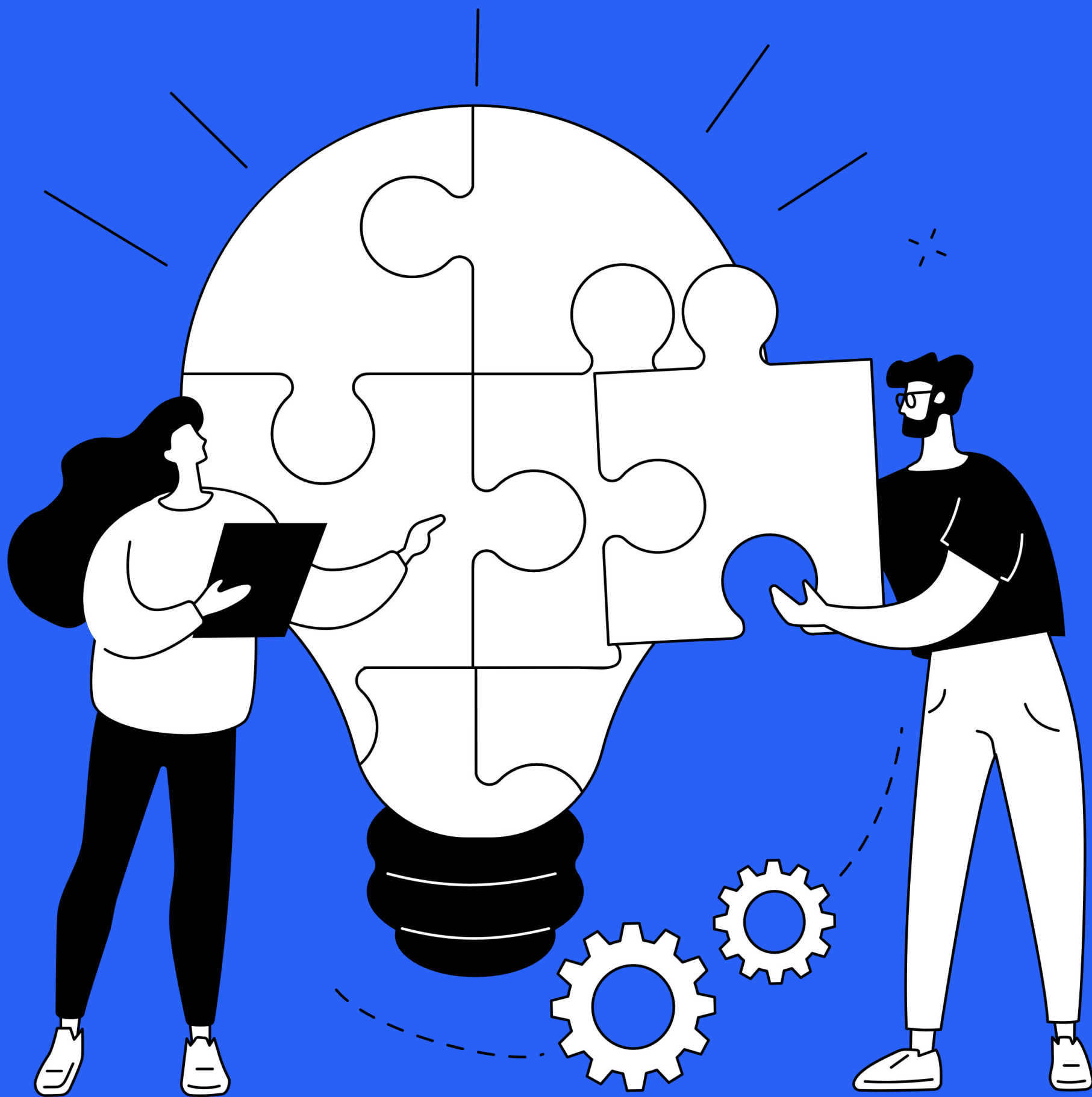
When you see “the sign”, let's please agree to come all back together.



3 TYPES OF LEARNER

Effective Learning for Everyone





Game of Names

How do you remember the names of your students at the beginning of the school-year?

Richard Bandler and John Grinder (1970s) identified 3 types of learners: a. Visual learners, b. Auditory learners, and c. Kinaesthetic learners.

(Cecilia's note: too simplistic but a sgood start and easy way to double check our activities).

Attraction
Attitude
Dream
Control
Great
Energy
Inspired
power
Smart
Trust
Teens
Thought
Visualize
Beautiful
Change
Helpful
Positive
Creative
Happy
Loving
Universe
Thinking
Thankful
Smile
Believe
Faith
Law
Tope

3 truths, 1 lie

Keep it relevant, appropriate
and professional, but feel free
to share about your personal
life is that is ok for you to do
so.



- My favourite book is 1984, by George Orwell.
- I live in the countryside.
- I like online classes (quite a lot)
- My first job was in the school where I studied.





School

Presentations




- How can my school collaborate with this other school? What benefits would arise thereof?
- What would the impact of cultural differences be?
- What do I like about their way of working?
- What of our way of working can be interesting for this school?



1-2-4-ALL

1. What activities and situations motivate your students? Why? How?
2. What activities and situations motivate you as a teacher? Why? How?



EVERYTHING
IS
CONNECTED



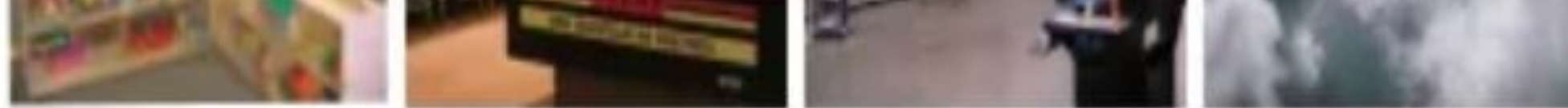
EXPERIMENT

In a piece of paper, write down 3 things you remember from the school presentations yesterday. Be specific! Don't say: "I remember the German school", but instead "I remember the decoration/ team/ pet/ happy faces / curriculum of the German school".

Do it in silence and don't share it with anyone just yet,

I will ask you, one by one, what it is that you remember.

Learning goal: to find out what stays with us the most.

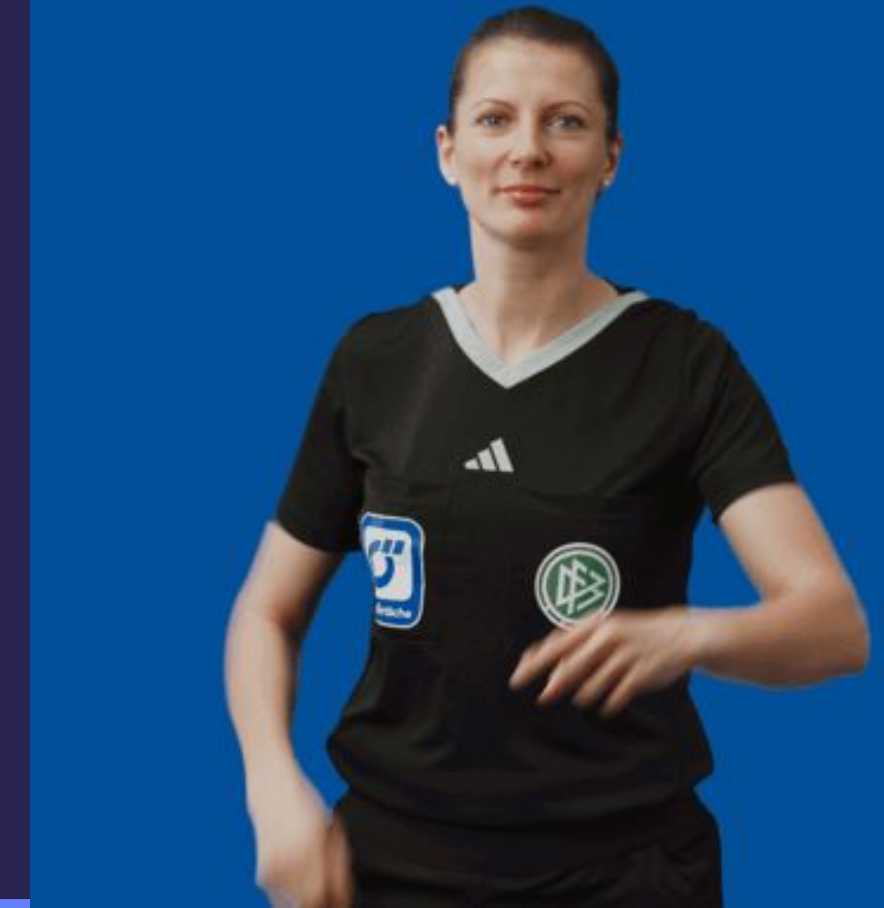


b) Typical images (74%)



c) Least memorable images (34%)

We all know the importance of nonverbal communication...
Luckily, we are here in a very diverse group.
Let's do an experiment.



Steps:

- Let's pair up with someone who speaks at least one language you don't, and viceversa.
- In the first round, let's listen them speak for 2 min about a specific question the teacher will say. Their answers will NOT be in English, but in an unknown language to you.
- Let's discuss.

How We Communicate

Verbal

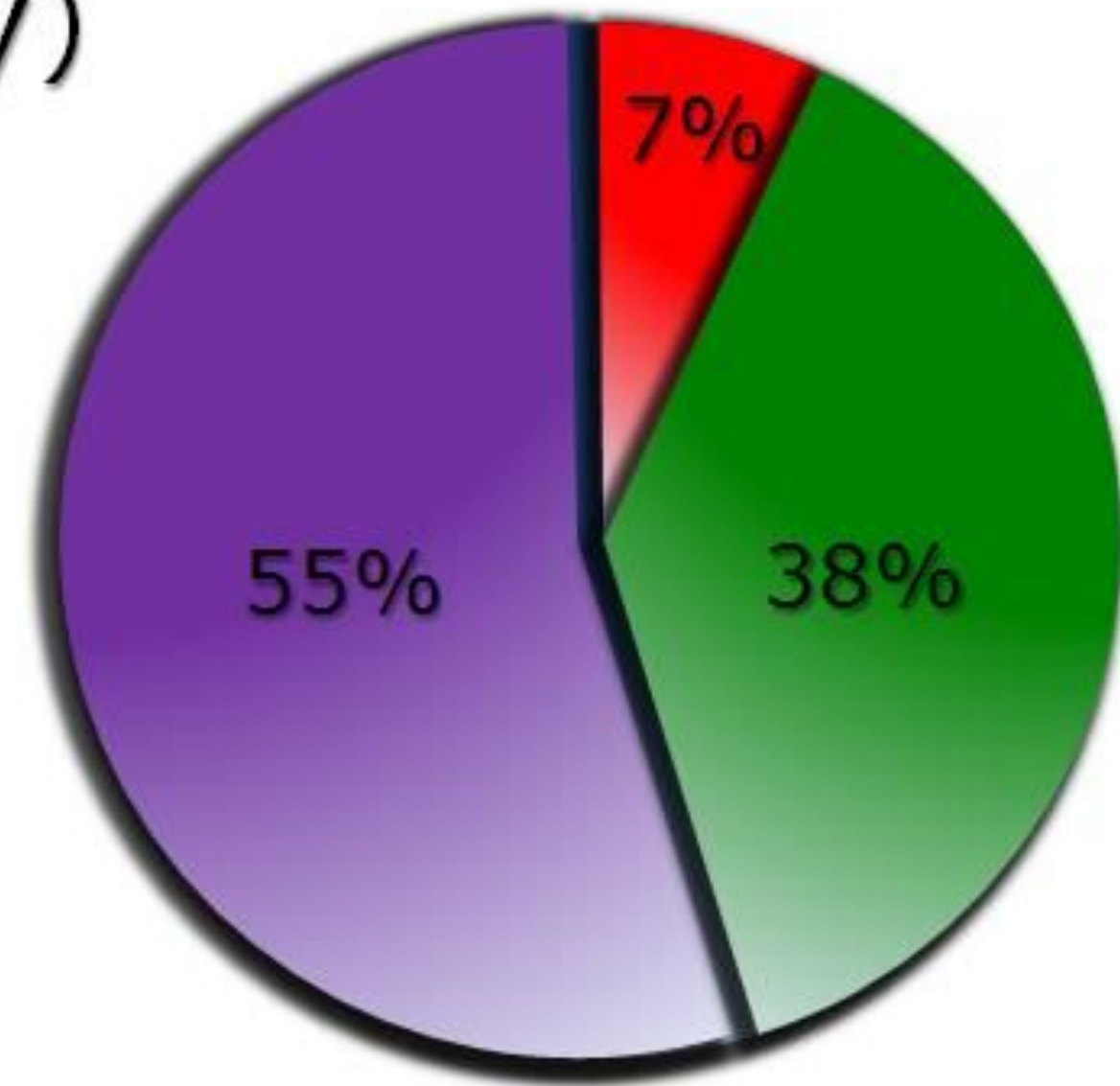
Words – (What we say)

Para-verbal

Tone (How we say it)

Non-verbal

Our Expressions and actions



We play Monster

Find your monster pair.

One of you will repeat the speech about the same topic.

The other one will be placed behind and move the arms consequently to what he/she is listening to.



Embodiment:

say “I’ve told you it was nothing” with

LIST OF EMOTIONS			
Gleeful 	Horrified 	Lucky 	Mournful 
Gloomy 	Hostile 	Melancholic 	Nasty 
Grieving 	Humiliated 	Miserable 	Needy 
Delighted 	Down 	Shocked 	Suffering 
Desperate 	Edgy 	Sluggish 	Sympathetic 
Doubtful 	Elated 	Somber 	Surprised 
Determined 	Embarrassed 	Stressed 	Thankful 

WHAT IS A DEBATE?

A debate can be simply defined as a curricular sport where you can only win if you have the required intellectual skills. To write and win a debate, some of the skills and helping elements you must have are:

- Full understanding of the topic
- Good debate topics

We get to see many school debate competitions being held at schools and colleges. The purpose behind such competition is to build the student's confidence level. They can also help them overcome stage fear and let them speak their heart out. Not just at schools, but national **debate** competitions are also frequently seen.



WHY DEBATE MATTERS?

01

CRITICAL THINKING

Debate requires students to analyze complex issues, evaluate evidence, and construct logical arguments. This process enhances their ability to think critically and make informed decisions.

02

PUBLIC SPEAKING

Regular debate participation helps students develop confidence in public speaking. They learn to articulate their thoughts clearly and persuasively, an essential skill for any professional field.

03

RESEARCH SKILLS

Debaters must research their topics thoroughly, which improves their ability to gather, assess, and synthesize information from various sources.

04

EMPATHY AND

UNDERSTANDING

By arguing both sides of an issue, students gain a deeper understanding of opposing viewpoints, fostering compassion and respect for differing opinions.

SOME TYPES OF DEBATE



SOME DEBATE FORMATS

1

Lincoln-Douglas Debate

2

Public Forum Debate

3

British Parliamentary Debate

LINCOLN-DOUGLAS

DEBATE

Overview: Named after the famous debates between Abraham Lincoln and Stephen A. Douglas, the Lincoln-Douglas (LD) debate focuses on values and philosophical issues. It is a one-on-one debate format in which each debater presents arguments for and against a resolution.

Structure

- Resolution: Typically framed around a moral or ethical issue.
- Rounds: Each round includes constructive speeches, rebuttals, and cross-examinations.
- Timing: Constructive speeches are 6 minutes long, rebuttals 3-4 minutes long, and cross-examinations 3 minutes long.

Skills Developed

- Emphasis on ethical reasoning and value-based argumentation.
- Development of individual research and speaking skills.



PUBLIC FORUM DEBATE

Overview: Public Forum (PF) debate involves two teams who argue for and against a resolution. The topics are usually current events or policies, making them accessible and relevant to the public.

Structure


- Resolution: Focused on contemporary issues and policies.
- Rounds: Each team presents constructive cases, engages in crossfire (a period of open questioning), and delivers rebuttals and summaries.
- Timing: Constructive speeches are 4 minutes long, crossfires are 3 minutes long, rebuttals are 4 minutes long, and summaries are 2 minutes long.

Skills Developed

- Collaboration and teamwork.
- Ability to engage in cross-examination and rapid refutation.
- Research and argumentation on current events and public policy.



BRITISH PARLIAMENTARY DEBATE



Overview: British Parliamentary (BP) debate is the format used in many international competitions, including the World Universities Debating Championship. It involves four teams (two on the government side and two on the opposition) debating a single motion.

Structure

- Motion: Usually a statement of policy or principle.
- Teams: Each side consists of two opening and two closing teams, each with two speakers.
- Rounds: Each speaker delivers a constructive speech and engages in points of information (brief interjections) from opposing teams.
- Timing: speeches are typically 7 minutes each.

Skills Developed

- Flexibility and adaptability, as speakers must respond to arguments from multiple teams.
- Advanced strategic thinking and collaboration.
- Ability to deliver speeches with limited preparation time.

PARLIAMENTARY STYLE

Parliamentary debate is a structured format where teams argue for or against a motion, mimicking a parliamentary session. Teams consist of a government side (proposing) and an opposition side (opposing), with roles like Prime Minister and Leader of the Opposition. The debate is dynamic, with timed speeches, rebuttals, and points of information, emphasizing quick thinking and persuasion.



DEBATING STYLES,

ACCORDING TO THE
TORONTO DEBATING SOCIETY

A

Impromptu Debate

B

Cross-Examination Debate (aka Policy Debate)

C

Comedy Debate

D

Random Roles Debate

IMPROMPTU DEBATE

To debate effectively, you don't have to take what you are saying about a particular subject to heart – all you have to do is make convincing arguments about your proposition and persuade your audience that your point of view is more sound than your opponent(s).

Concept: Could you defend a position without even knowing what the topic is ahead of time?

Impromptu motions should be general, accessible to all and easily comprehended



CROSS-EXAMINATION DEBATE

(AKA POLICY DEBATE)

Cross-Examination Debate differs from a regular debate in that it places emphasis on questioning or cross-examination between constructive speeches. While specific practices vary, Cross-Examination Debate typically rewards intensive use of evidence, and is more focused on content than on delivery.

Debaters must answer questions immediately - without destroying their own case or aiding their opponent's. They must use their best poker face to conceal any damaging admissions. And they must know their case sufficiently well to answer unexpected questions with compelling facts. It stands out from other styles of debate in that it was designed to accentuate a clash of arguments.





COMEDY DEBATE

This debating style was introduced in 2010 with the aim of injecting more humour into all of our debates.

The challenge of delivering a humorous and persuasive presentation while concurrently jousting with the opposition's arguments and comical observations proves to yield one of our most demanding and entertaining evenings of the year.

Fundamentally, this presentation will still be a debate rather than simply four funny speeches in succession.

RANDOM ROLES DEBATE

To debate effectively, you don't have to take what you are saying about particular subject to heart – all you have to do is make convincing arguments about your proposition and persuade your audience that your point of view is more sound than your opponent(s). In fact, a good challenge for all debaters is to take the side of an argument that you don't actually believe in.

The Random Roles debate is the pinnacle exercise for this philosophy. Could you defend a position without knowing what your position is ahead of time?



WH-S?

During the debate preparation, you must be able to answer the following questions:

1. What is the purpose of the debate?
2. Who is the target audience of the debate?
3. Where did the plot of the discussion take place?
4. When did the incident discussion take place?
5. Why did the incident happen, and what is the reason behind your debating about it?
6. How did the incident you are debating about happen?



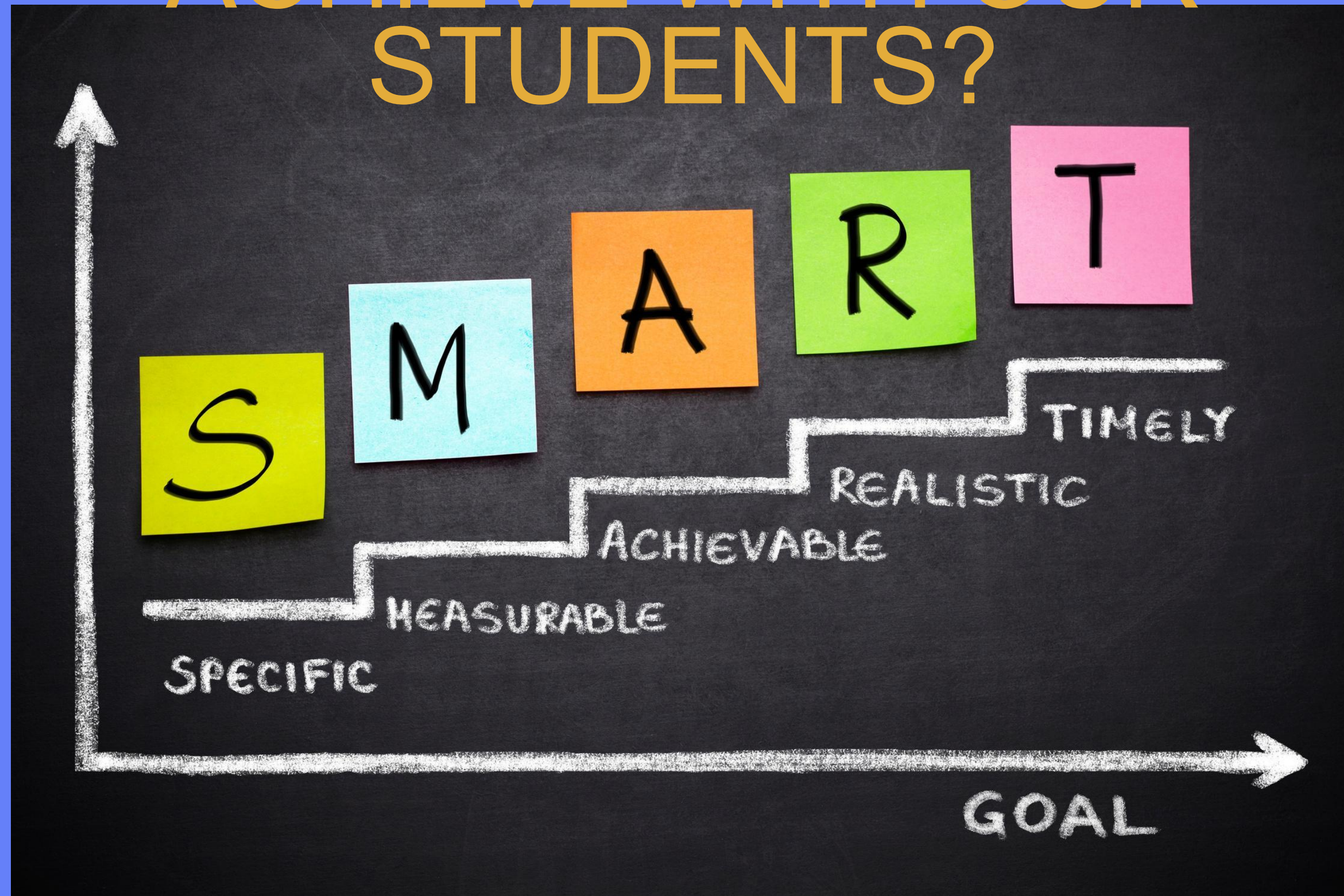
POOR DEBATING TECHNIQUES



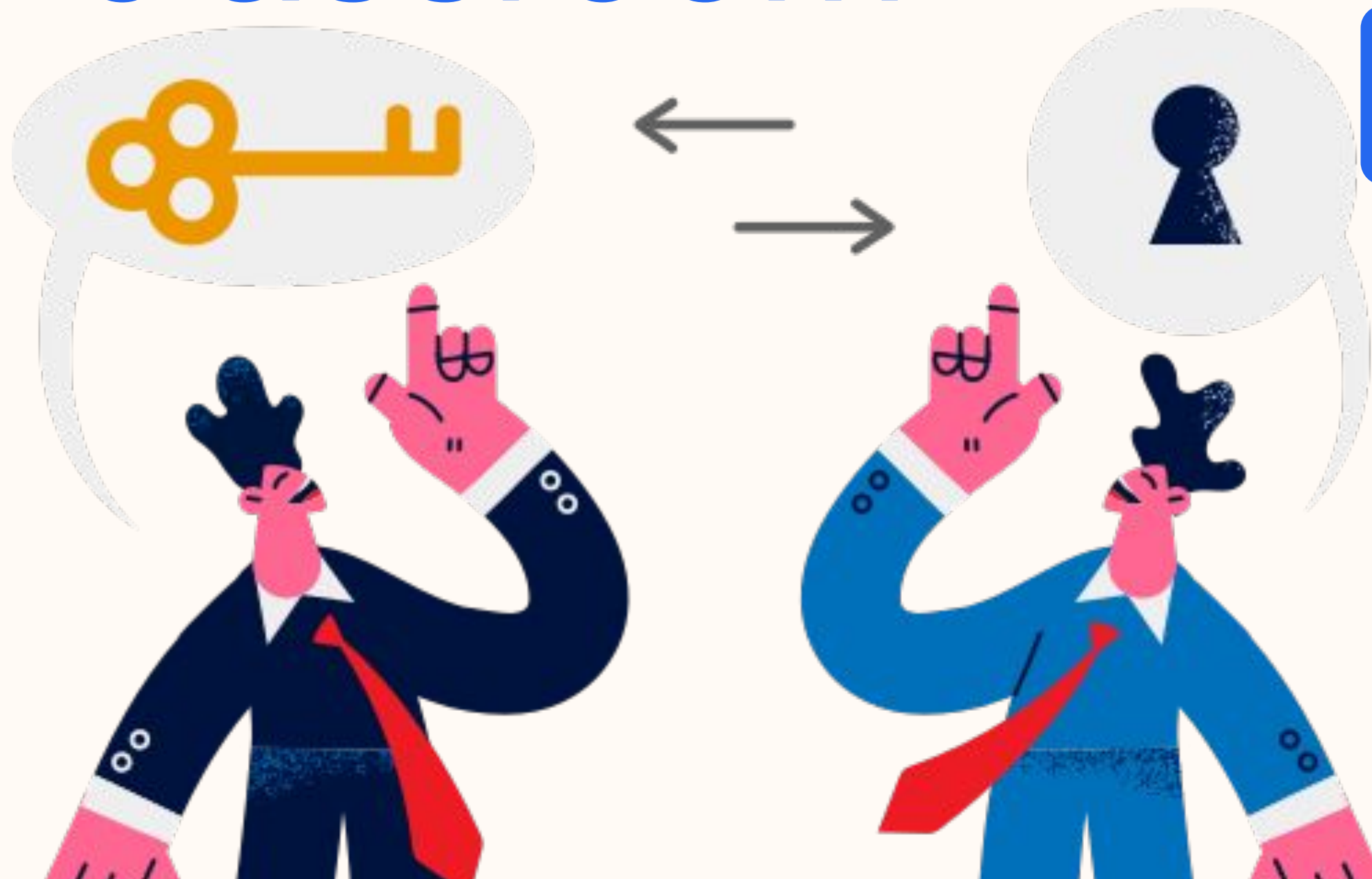
1	Ad Hominem Fallacy	Attacking the person instead of addressing their argument.	"You can't trust his opinion on climate change—he's not even a scientist."
2	Strawman Argument	Misrepresenting or oversimplifying an opponent's argument to make it easier to attack.	"She wants to ban all cars, which would destroy our economy," when the actual proposal was stricter emissions standards.
3	Appeal to Ignorance	Claiming something is true because it hasn't been proven false.	"No one has proven aliens don't exist, so they must be real."
4	False Dilemma	Presenting only two options when more exist.	"Either we ban junk food entirely or everyone will become obese."
5	Circular Argument	Using the conclusion as evidence for the argument.	"I'm always right because I say so."

6	Hasty Reasoning	Drawing conclusions from insufficient or unrepresentative evidence.	"My neighbor got sick after the flu shot, so vaccines are dangerous."
7	Red Herring Fallacy	Introducing irrelevant information to distract from the original issue.	"We shouldn't worry about climate change when there are people who don't even have jobs."
8	Tu Quoque Fallacy	Deflecting criticism by accusing the other person of hypocrisy.	You tell me to eat healthy, but you had fast food yesterday."
9	Appeal to Authority	Using an authority figure's opinion as the sole reason to accept an argument, without proper evidence.	"This medicine works because a famous doctor says it does."
10	Appeal to Uncertainty	Suggesting that doubt or lack of certainty about an issue weakens the validity of the evidence.	"Scientists are still debating climate change, so we shouldn't take action yet."
11	Bandwagon Fallacy	Arguing that something is true or right because many people believe it.	"Everyone in my class thinks this, so it must be the correct view."

WHAT DO WE WANT TO ACHIEVE WITH OUR STUDENTS?



Bring it to the classroom



Resources

Troubleshooting

Planning, testing and adjusting



Resources

TED-Ed: to watch and analyze Ted Talks for inspiration in delivering speeches

[Procon.org](https://procon.org/): to find debatable topics

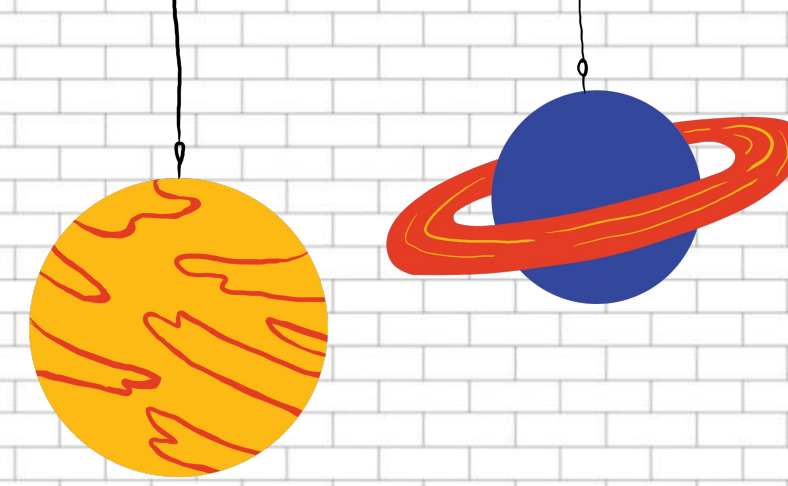
Create rubrics to evaluate a debate, with the help of AI.



Journaling

- In our Padlet, write the answers to these questions.
- Make it brief.

3 concepts of the day / Answer to the question below			
Why is it important?			
How does it connect to my previous knowledge?			
What follow-up questions do I have?			





Ice-Breaker

Broken Telephone

Let's Debate and Analyze

Let's give specific details of the trip from your house to the school or another place.

One of you listens, the other speaks.
We can do this in our own language.
Then, the listener will try to repeat with
as much detail as possible all the
details of the itinerary.



Let's Speak for 3 minutes about your card.



Focus on the general message.

After, we will all give feedback.
What non-verbal and paraverbal
elements were spotted?

Topics to Brainstorm

1. How to encourage quiet students to speak?
2. How to manage emotional or heated topics?
3. How to spot fallacies?
4. What ethical issues are relevant to your students?

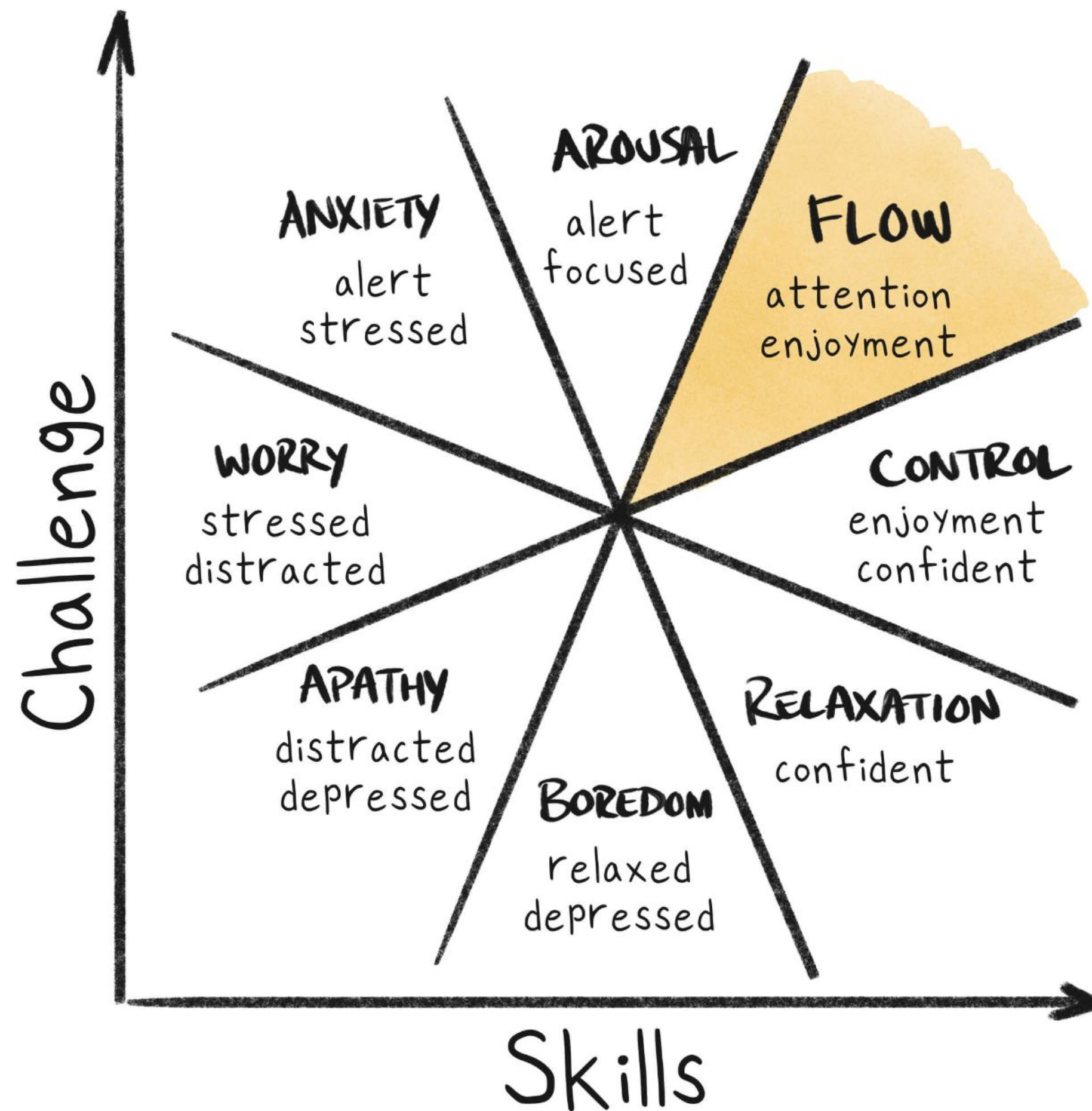
4 Brainstorming Methods

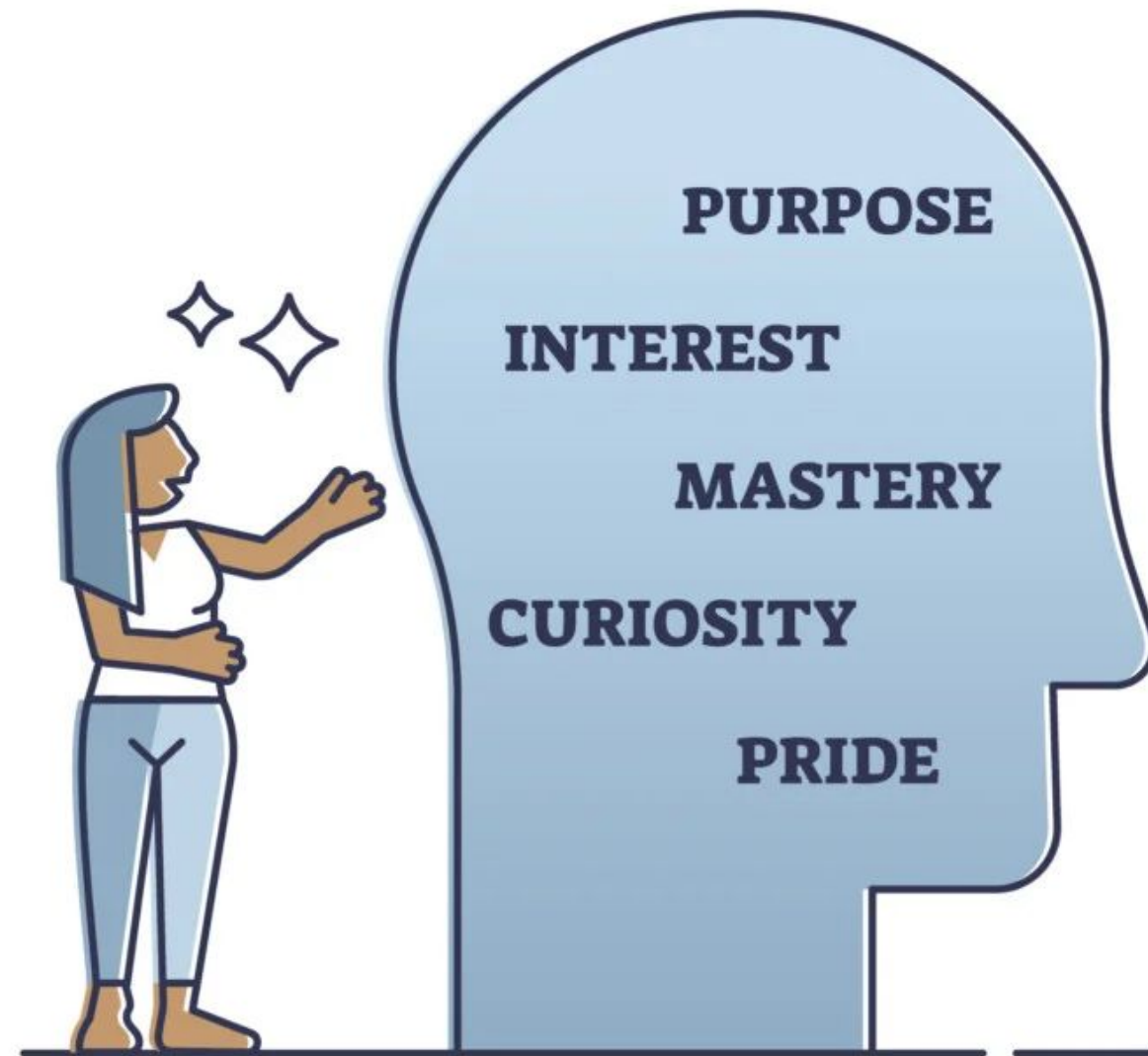
1. Figure Storming
2. Mind-mapping
3. Brain-writing
4. Change of Scenery



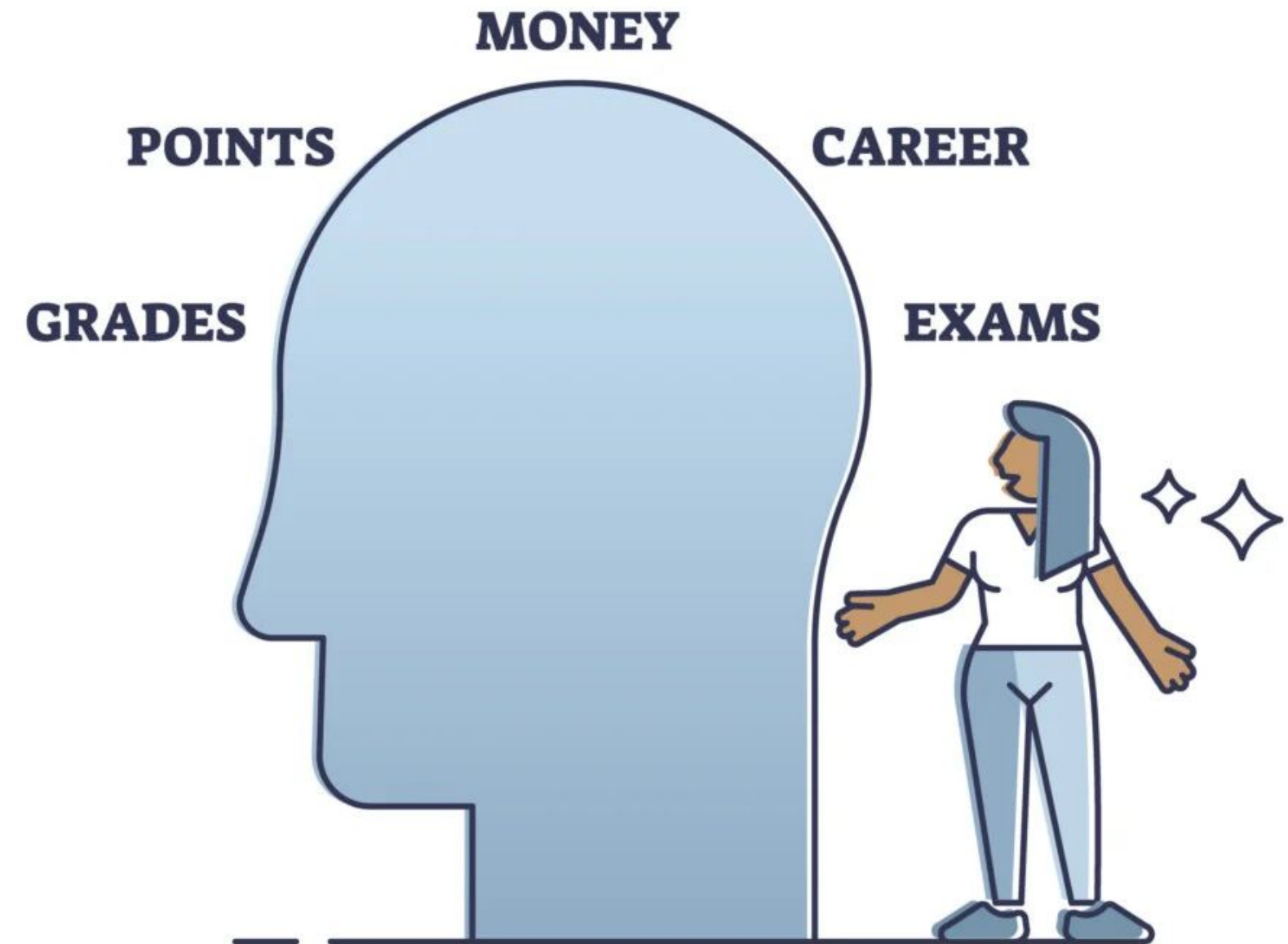
A nice resource

Ted-Ed





**INTRINSIC
MOTIVATION**



**EXTRINSIC
MOTIVATION**

Ideal scenario we should...



Integrate

It should be human VS machine, but complimentary elements.

The human is assisted by the machine.



Humanize

"AI applications in education should improve, not threaten. That means being absolutely human".
(UNESCO 2021, 23)



Improve and adopt a life-learning mentality
Get out of the comfort zone with technology.
(Muñoz-Basols, 2019)



Embrace the transformation

Both for teachers and students, and realize technology is a mediator tool with the capacity of amplifying the learning.

What is Generative AI?

The European Parliament defines “generative AI” as a type of foundation model. Foundation models are defined as AI system models trained on large and diverse datasets, designed for generality of output that can be used for many different tasks. Generative AI systems are a specific subset of foundation models “specifically intended to generate, with varying levels of autonomy, content such as complex text, images, audio or video”.



It can also
translate,
summarize,
code, assist...

We will focus on ChatGPT

It's important to note that the GPT-4 model (free version on a limited basis, Aug 2024) is a type of deep learning model, specifically a deep neural network, and its ability to generate text is based on the patterns it has learned from the vast amount of text it was trained on. The model's performance can be improved by using more data, larger architectures, and fine-tuning for specific applications. Inside of it, you can also explore other GPTs,



Generate text

ChatGPT can generate human-like text based on the input it receives, making it useful for answering questions, providing explanations, and generating content.



Offer Educational Information

It can provide educational content and explanations on a variety of subjects.



Provide Creative Writing

ChatGPT can create stories, poems, and creative content.



Write Essays and Reports

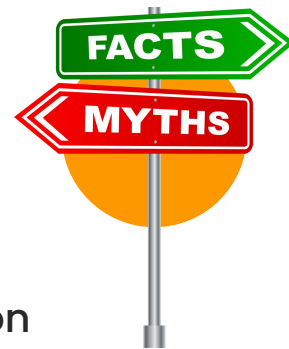
ChatGPT can assist in writing essays, reports, and articles on a wide range of topics.

But ChatGPT cannot...



Be an independent thinker

ChatGPT does not possess independent thought, consciousness, or emotions. It generates text based on patterns and data it has been trained on.



Think critically (or think at all)

It does not have critical thinking abilities and cannot evaluate the accuracy or credibility of information.



Perform Physical Actions

It cannot perform physical actions or interact with the physical world.

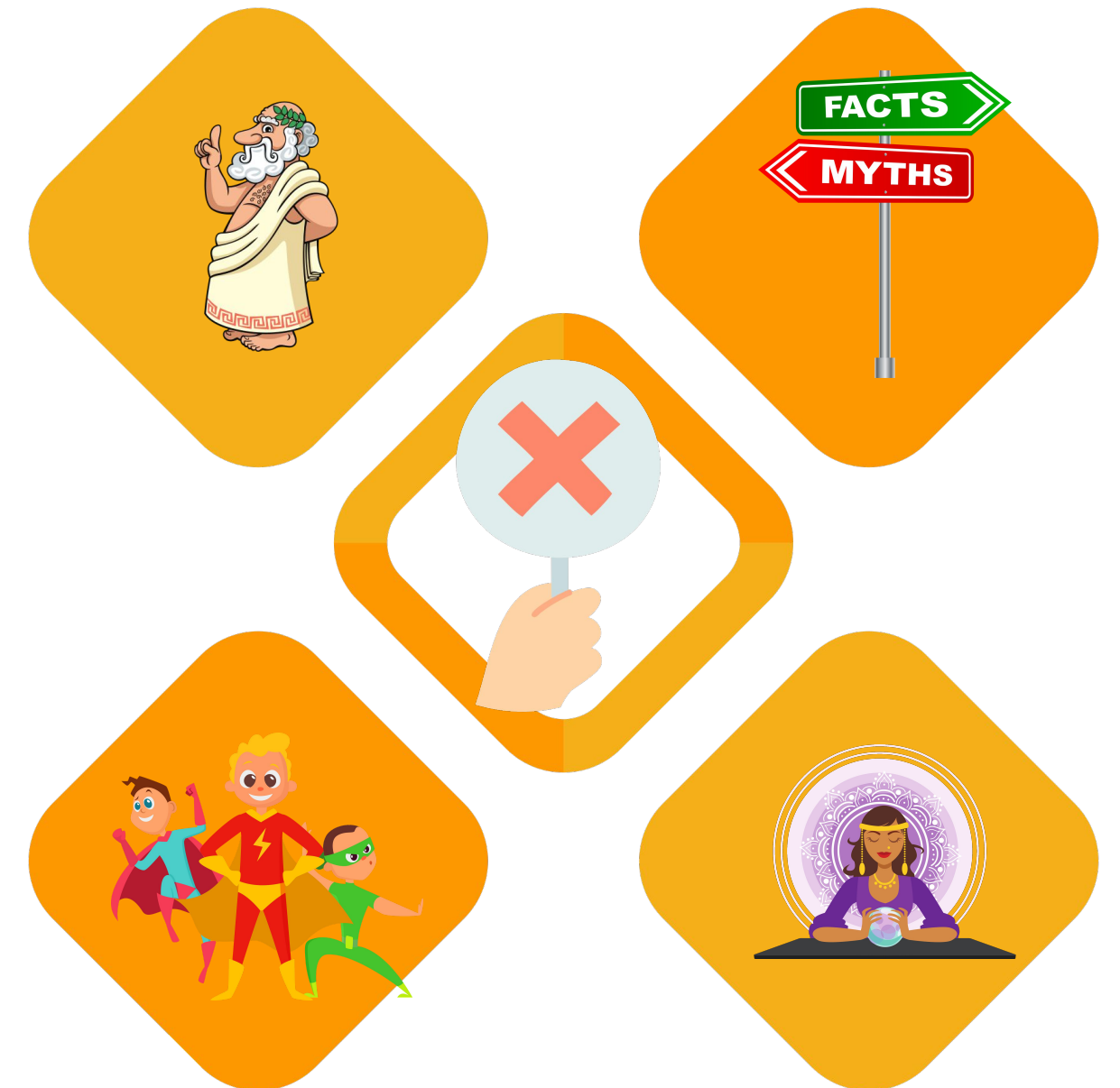


Predict the Future

It cannot predict future events or outcomes.

Most importantly, ChatGPT should NOT be a research tool, but a research helper.

It cannot provide legal, medical advice, or ethical and moral decision-making judgements. Needless to say, it cannot help with personal opinions.



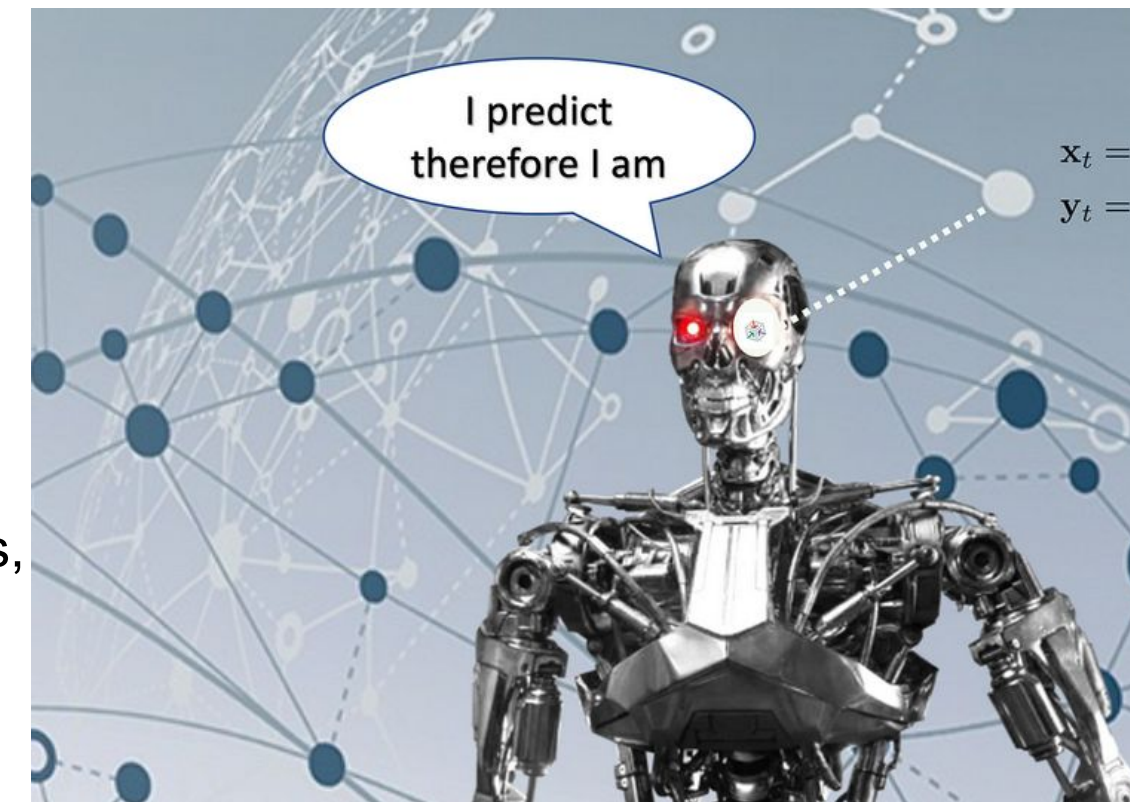
How does it predict?

If I ask it to complete the sentence

“I'm cooking now, so I need you to buy a...”,

these are the options with their reasoning:

- "I'm cooking now, so I need you to buy a fresh bunch of cilantro."
 - Cilantro is a popular herb used in various cuisines, such as Mexican, Indian, and Thai. It adds a fresh and aromatic flavor to dishes.
- "I'm cooking now, so I need you to buy a pound of ground beef."
 - Ground beef is a versatile ingredient that can be used in a wide range of recipes, including burgers, meatballs, chili, and spaghetti sauce.
- "I'm cooking now, so I need you to buy a bag of basmati rice."
 - Basmati rice is a long-grain rice variety commonly used in Indian and Middle Eastern dishes. It's known for its fragrant aroma and fluffy texture.
- "I'm cooking now, so I need you to buy a bottle of olive oil."
 - Olive oil is a fundamental cooking ingredient used in various culinary traditions. It's commonly used for sautéing, roasting, and dressing salads.
- "I'm cooking now, so I need you to buy a can of diced tomatoes."
 - Canned diced tomatoes are a versatile pantry staple often used in soups, stews, pasta sauces, and other tomato-based recipes.





AP photo

Elementary school teachers picket against use of calculators in grade school
The teachers feel if students use calculators too early, they won't learn math concepts

Math teachers protest against calculator use

By JILL LAWRENCE

"My older kids don't pay any strate," he said. "Teachers are

Two views about technology in the classroom



Detect-React

- Forbid AI in education
- Control access to AI
- Punish the use of AI

Do we want our students to be second-class citizens or 21st century ready people?



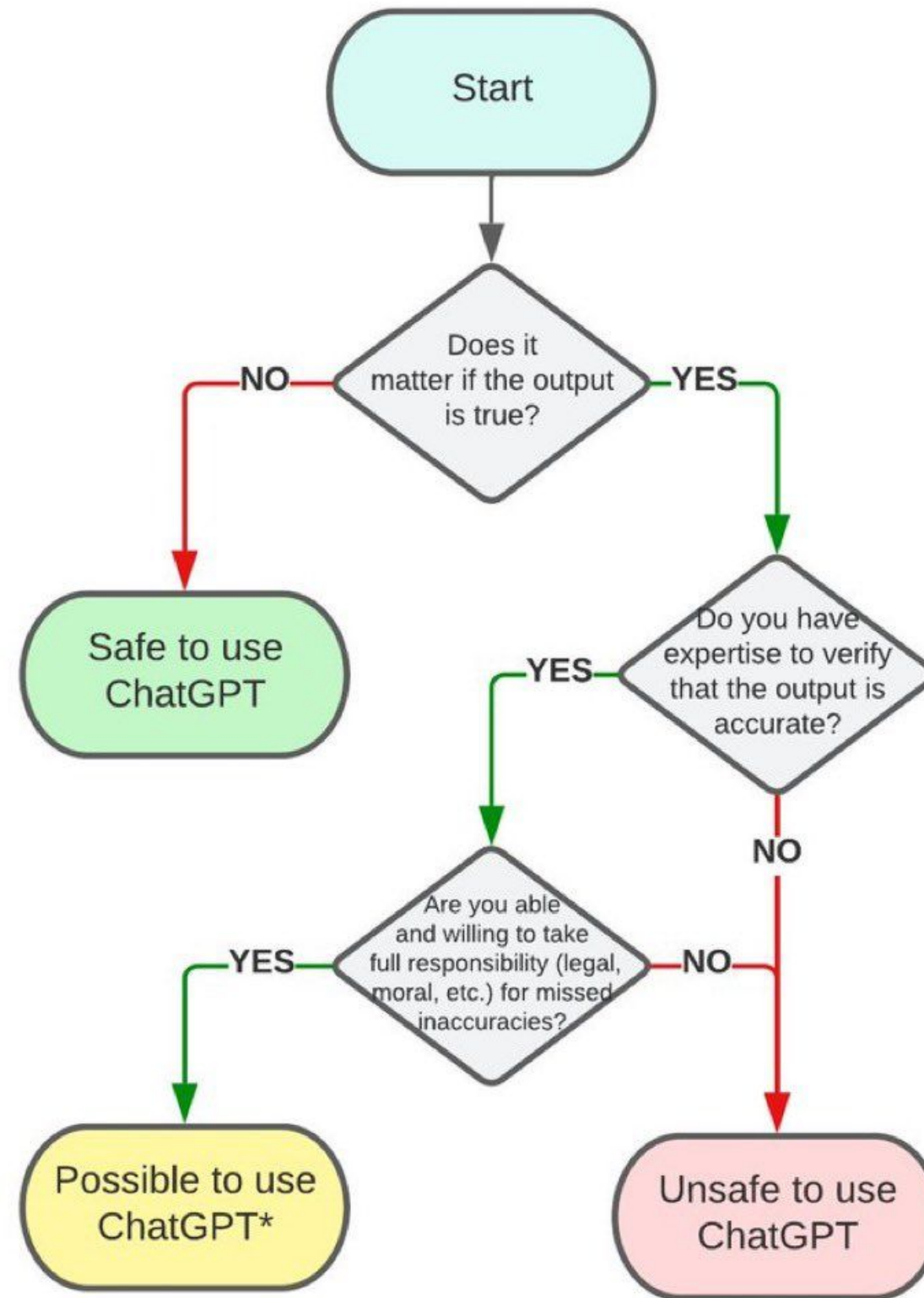
Integrate-Educate

- Acknowledge the potential of AI
 - Educate in the ethical and efficient use of AI
- Promote a pedagogical use of

AI

Is it safe to use ChatGPT for your task?

Aleksandr Tiulkanov | January 19, 2023



* but be sure to verify each output word and sentence for accuracy and common sense



Ideal scenario we should...



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It should be human VS machine, but complimentary elements.

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Quizz Time!

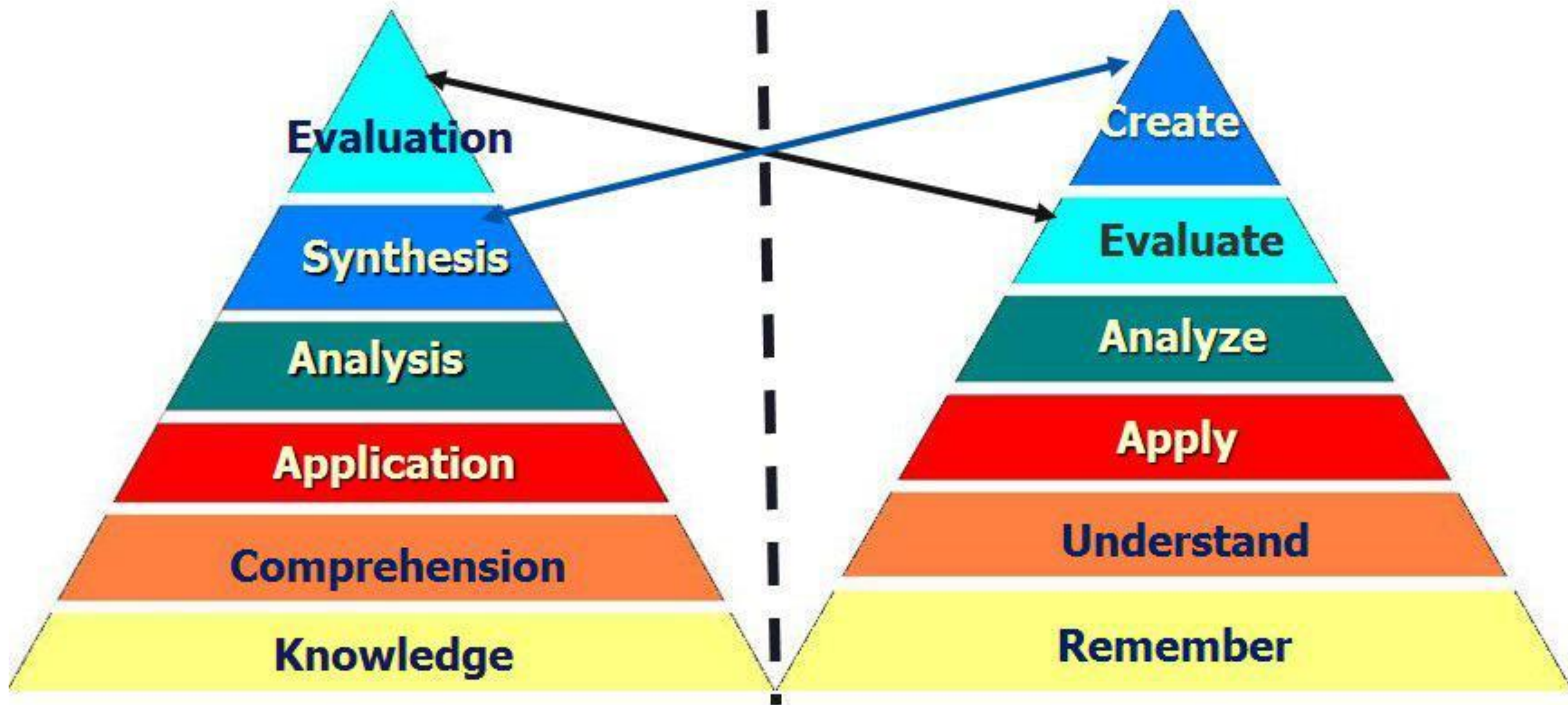
We do a Quizziz!

We learn more things based on the questions
which answers we don't know. ;)



1956

2001



Noun



to Verb Form

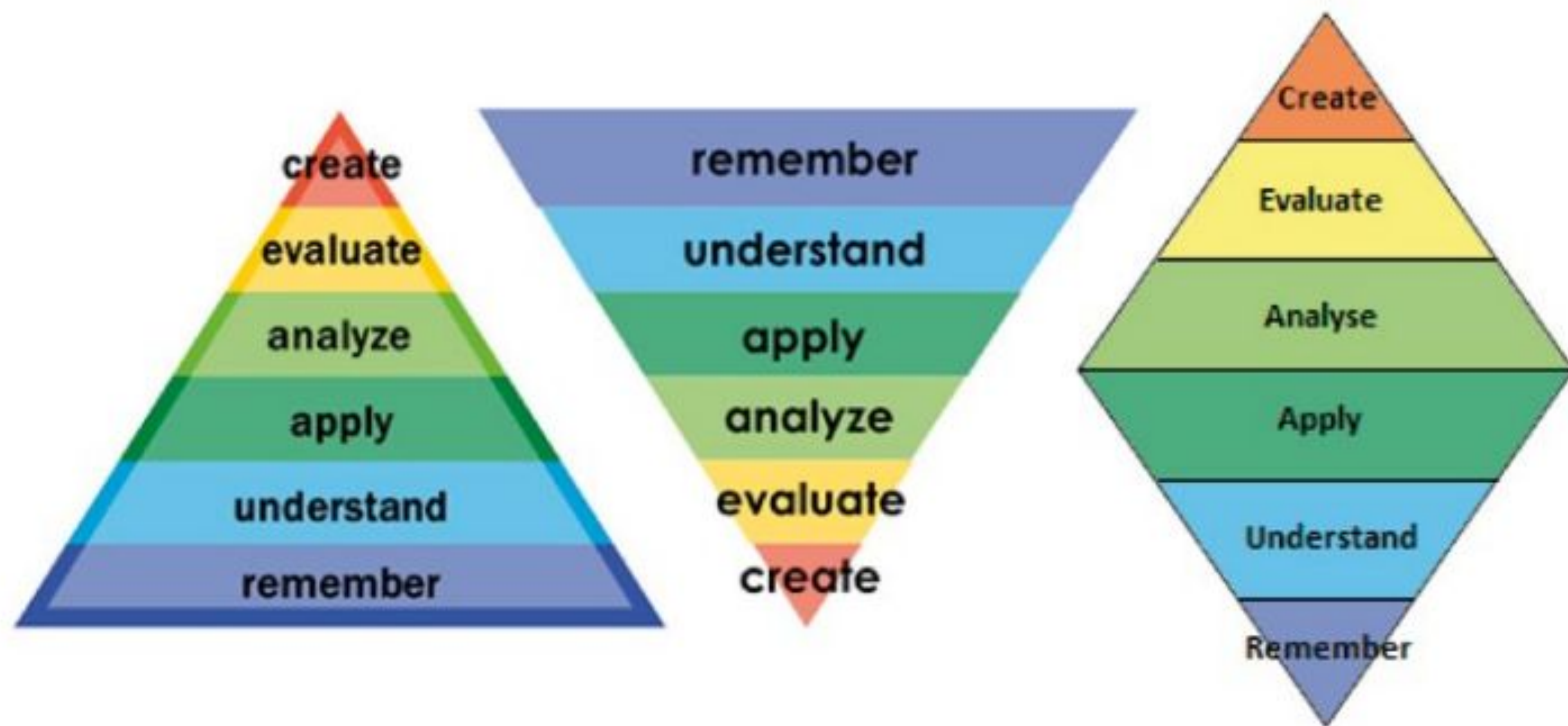


Fig. 1 - *Revisions of Bloom's taxonomy (adapted from Bergmann & St. Clair Smith, 2017).*

ChatGPT live tutorial



OpenAI

The basic version of ChatGPT is free, so don't fall for any app that asks you to pay. Make sure it's the original one.

Privacy

You do need to register and create a user, up to July 2023, you needed a mobile phone. However, your chats are private. You cannot download the result, but you can copy and paste them on a Word document.

Chats

You can keep many chats, in the same way you do with instant messengers such as Whatsapp or Viber. Be careful and save the results you need in a document. They may disappear.

How to prompt?



The quality of the prompts determines the quality of the generated content.



How to prompt?

The ACO model



A

ACTION


Explain, provide, suggest, correct, translate, create, recommend, describe.



C

CONTENT

The concept of conjugation, phrases related to travel and tourism, language learning games, style, the history of Mexico, ordering at a restaurant, phonetics, formal and informal language

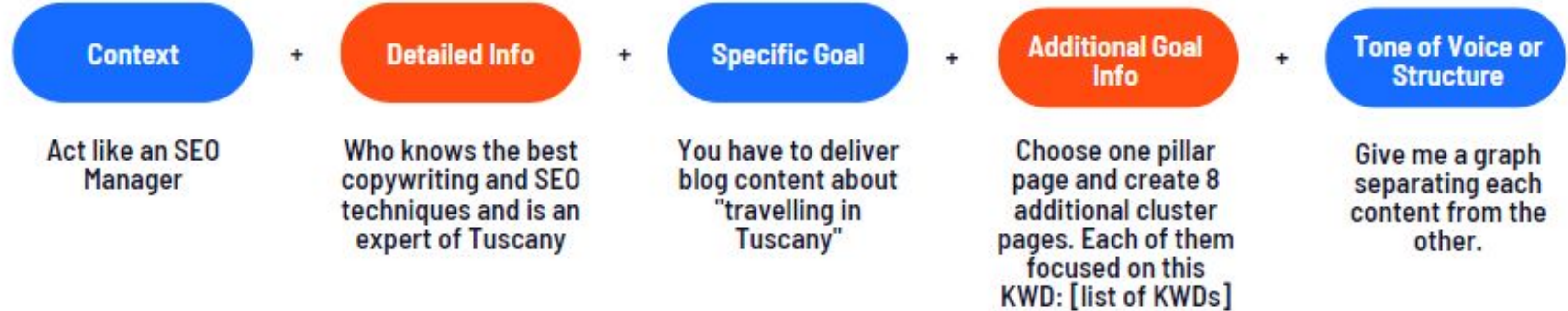


O

OBJECTIVE

"I need a beginner-friendly explanation for my introductory Spanish class."
"I'm designing a travel-focused Italian course, and I want relevant content."
"I'm looking for engaging activities to enhance vocabulary lessons."
"I want to help a student refine their writing skills."
"I need an accurate translation for a cultural lesson."

Correct ChatGPT Prompt Setup



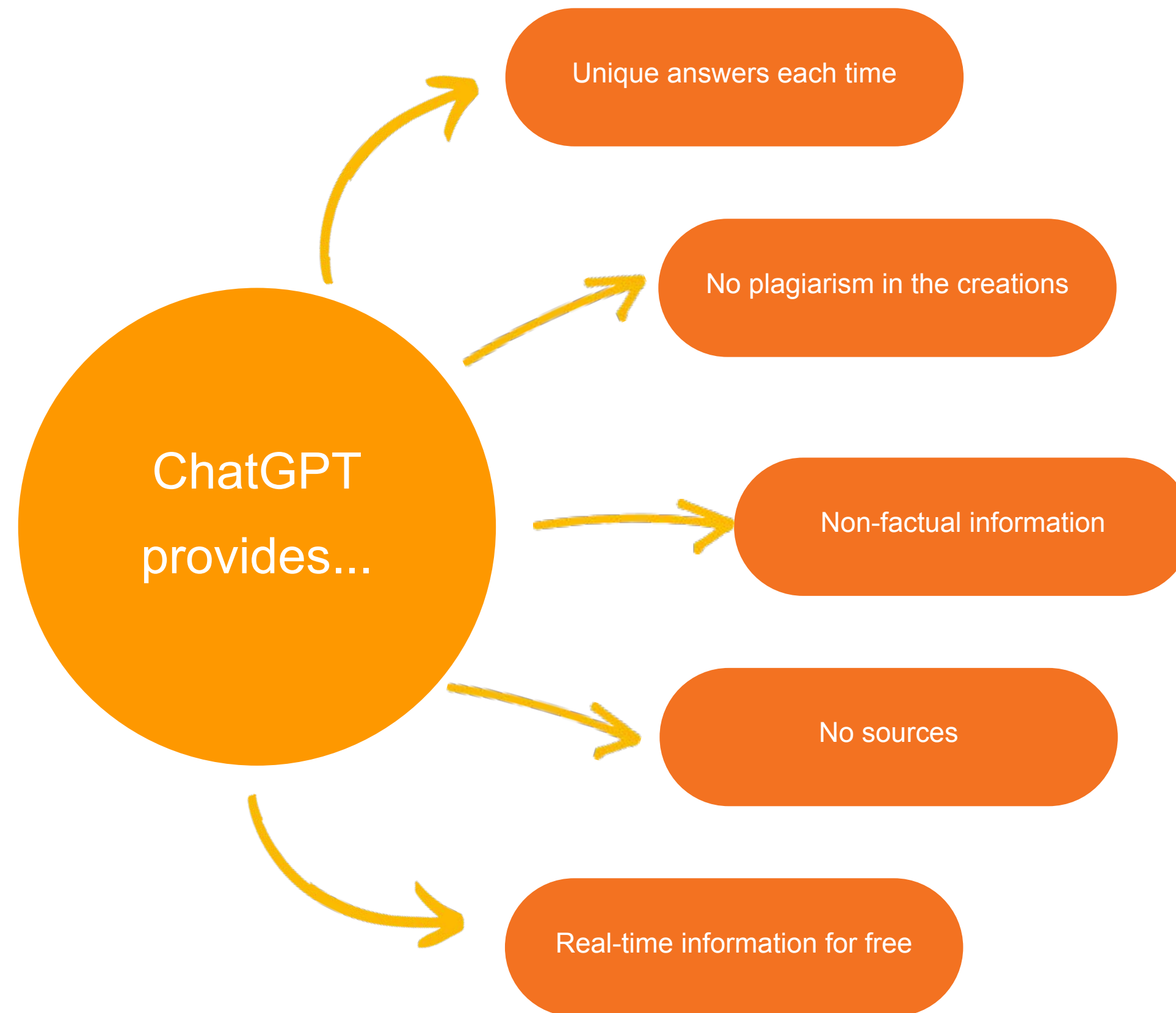
Sharing is caring!

ChatGPT vs Google

It's very common to hear that "ChatGPT is the new Google (search engine)".

While it is true that it represents a massive information revolution, it is essentially different.

Google searches for content that already exists, while ChatGPT (and generative AI) creates new content based on the info it has been trained on.






ai checker


Images Turnitin Grammar Resume GPT Reverse Content Text Essay

About 4.520.000.000 results (0,21 seconds)

 **GPTZero**
<https://gptzero.me>


GPTZero | The Trusted AI Detector for ChatGPT, GPT-4, & More

GPTZero is the gold standard in **AI** detection, trained to detect ChatGPT, GPT4, Bard, LLaMa, and other **AI** models. **Check** out our products and get started.
[GPTZero](#) · [Human Writing Report](#) · [FAQs](#) · [Educators](#)

 **Copyleaks**
<https://copyleaks.com> › [ai-content-detector](#)

AI Content Detector

The **AI** Content Detector is the only platform with a high confidence rate in detecting **AI**-generated text that has been potentially plagiarized and/or paraphrased ...
[Plagiarism Checker](#) · [AI Grader](#) · [Gen AI Governance](#) · [Plagiarism Checker API](#)

 **ContentDetector.AI**
<https://contentdetector.ai>

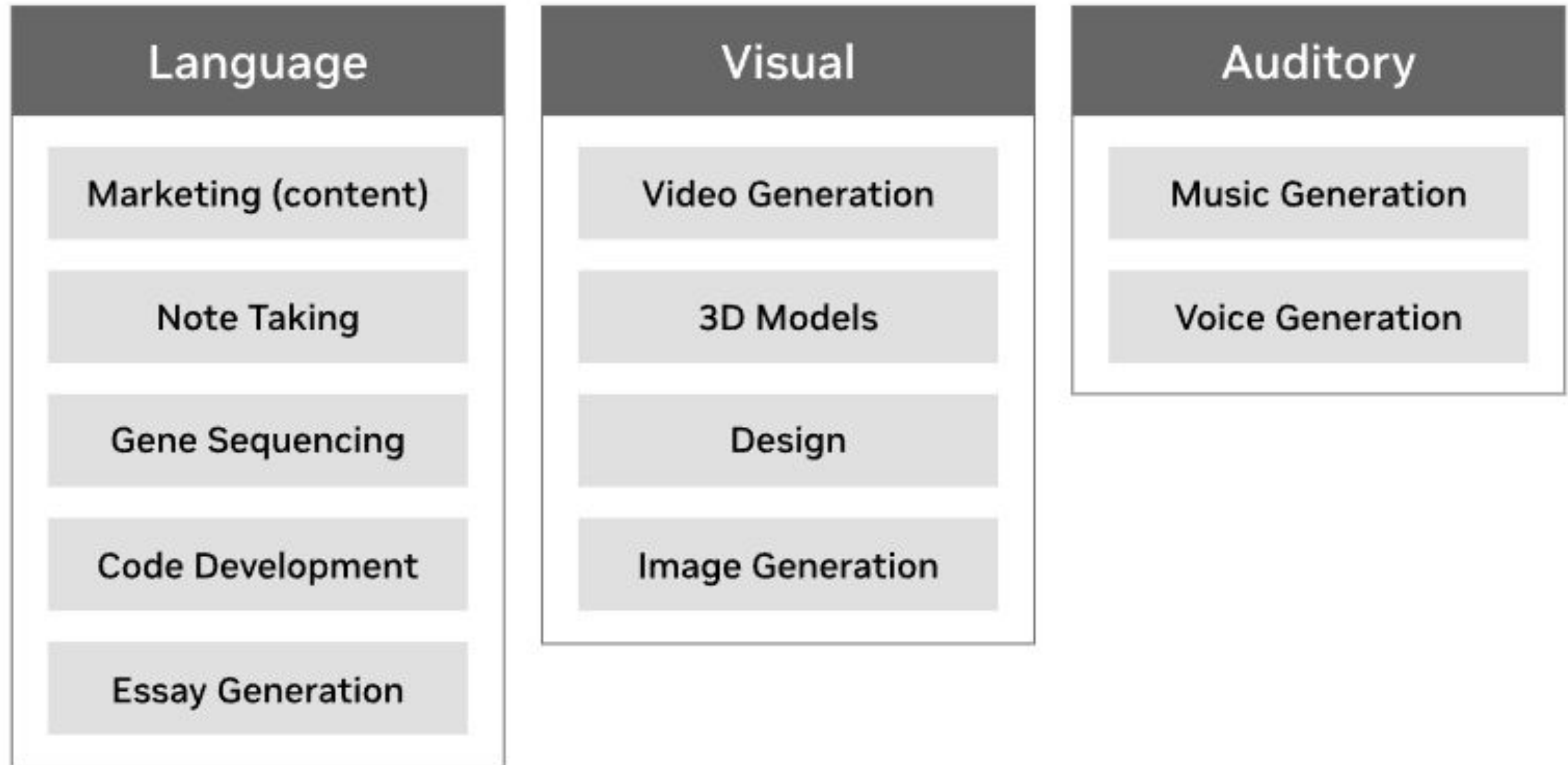
AI Detector | AI Content Detector | ChatGPT & AI Checker

Free AI Detector and Chat GPT Detector. This **AI Checker** and AI Content Detector can be used as ChatGPT Plagiarism Checker without limitations.

**DID YOU
KNOW?**



Generative AI Use Cases



Classical Art

Memes

Definition from Oxford Languages

meme /mi:m/

noun

an image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by internet users, often with slight variations.

"celebrity gossip and memes often originate on the site"

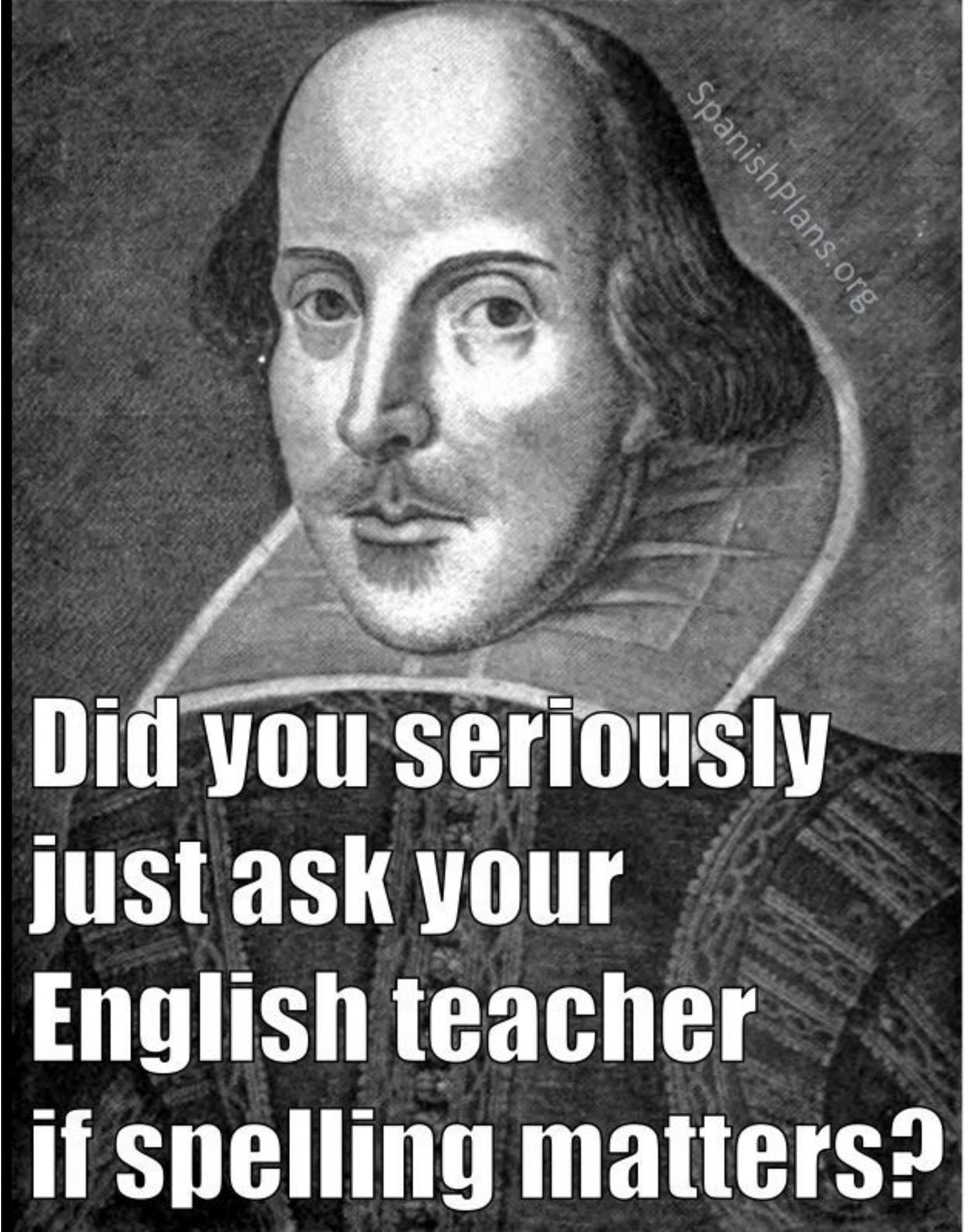


When the teacher asks a question and
you're trying to avoid eye contact



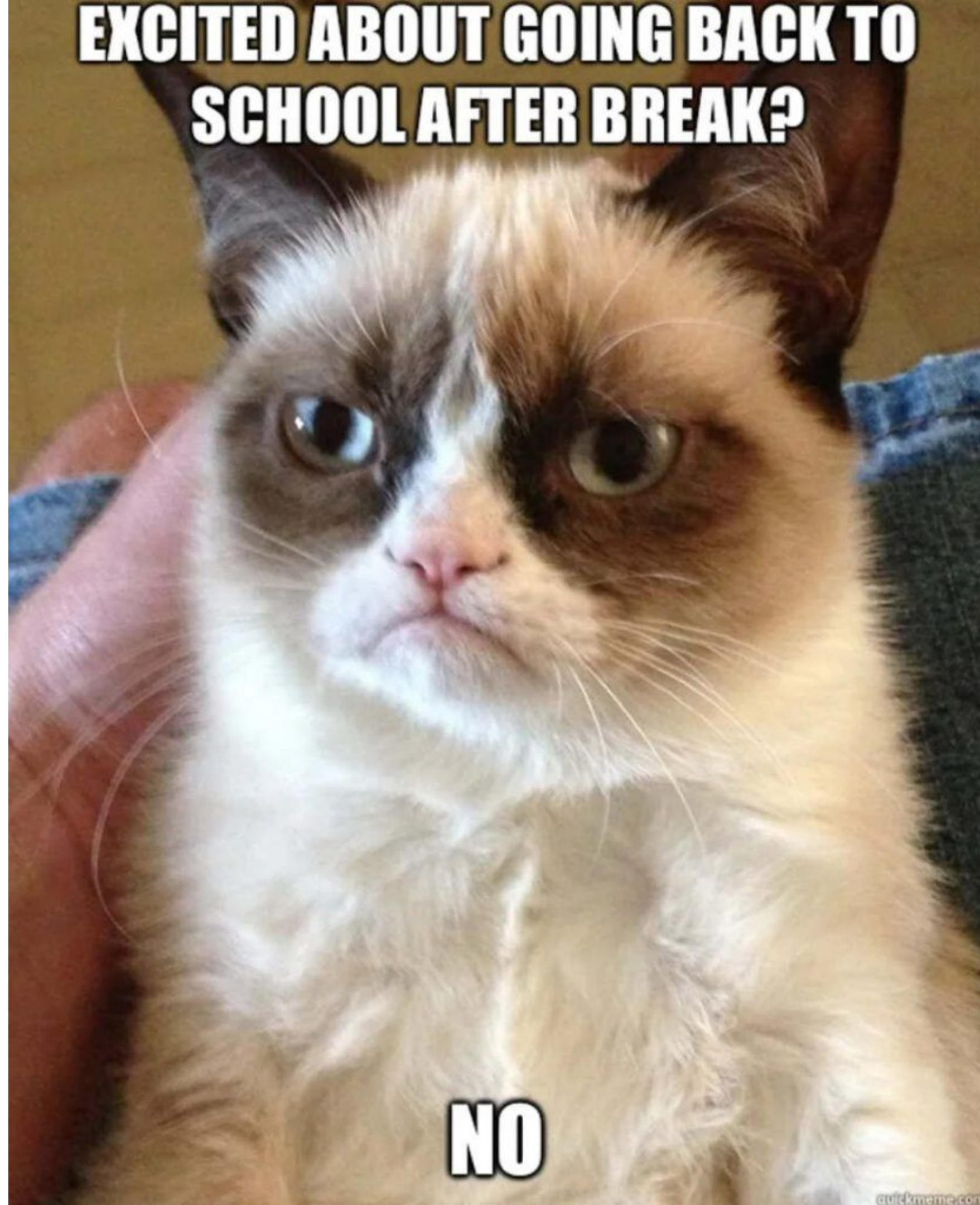
When you realise you're in the wrong
class





**Did you seriously
just ask your
English teacher
if spelling matters?**

**EXCITED ABOUT GOING BACK TO
SCHOOL AFTER BREAK?**



NO



TEACHERS IN AUGUST

VS



TEACHERS IN MAY

**When I
realise ChatGPT
can do my job**

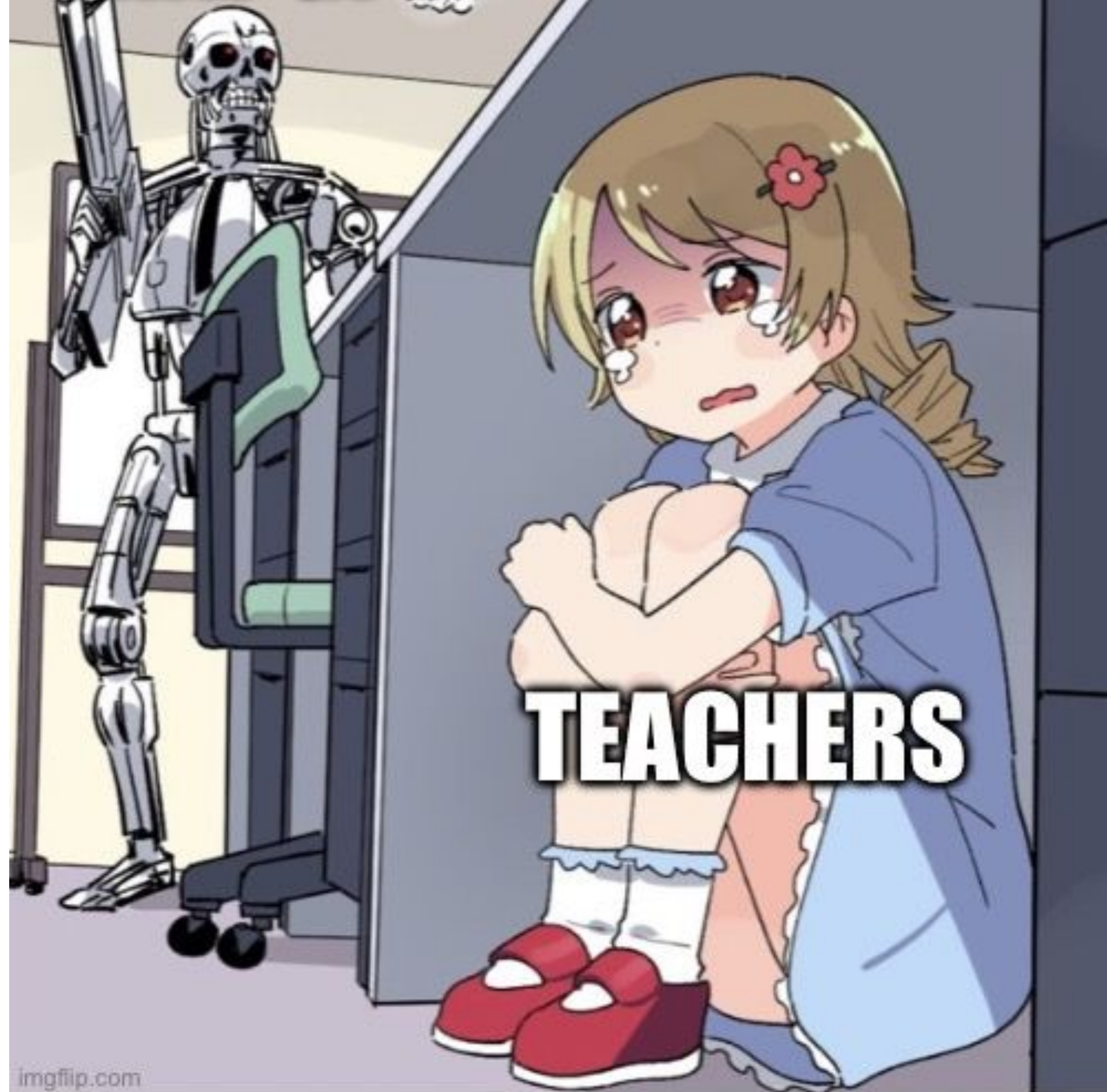


**When I
realise ChatGPT
can do my job**





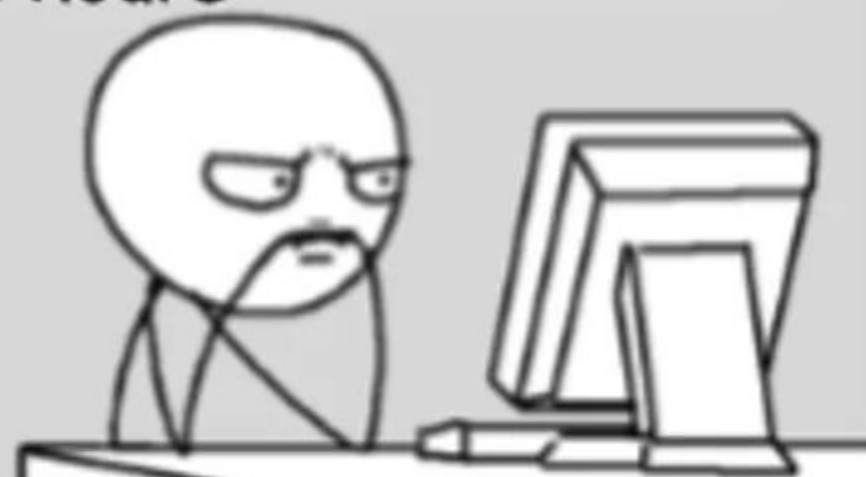
CHAT GPT



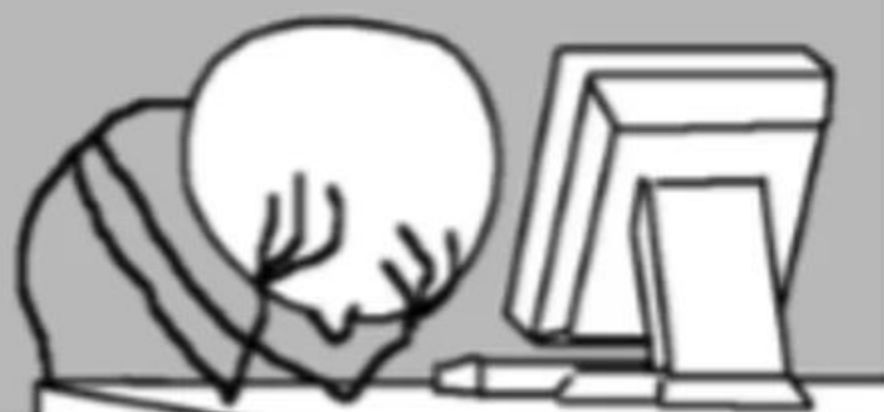
TEACHERS

Days before OpenAI

Developer coding
- 2 hours



Developer debugging
- 6 hours

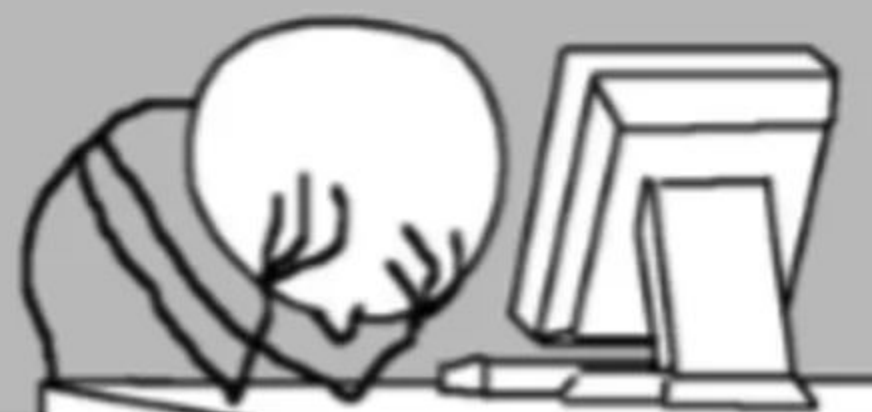


Days after OpenAI

ChatGPT generates
Codes - 5 min



Developer debugging
- 24 hours



ICT?



**A WHOLE NEW WORLD TO
EXPLORE....**

I changed all my passwords to "incorrect".

**So whenever I forget, it will
tell me "Your password is incorrect."**

How is it in
Amsterdam?



HOW IT STARTED...



HOW IT'S GOING...



Working with Memes

some ideas



For example,
summarise the last
class in 3 memes. They
choose the images,
and possibly explain
them too.

SUMMARISE

Provide images and ask
your students to caption
them in a fun way.
This is great to practise
observation.

CAPTION

Show memes to your students
(image and caption) and ask
them to analyze them. Maybe
they even show a new
perspective! This is also great to
discuss culture.

ANALYSIS

Ask your students to
explain a story, historical
event, movie, etc using
memes. It can be orally, in
written form or both.

MEME-BASED STORYTELLING



MEME-TRANSLATION CHALLENGE

This exercise helps with
language translation, cultural
understanding, and identifying
nuances in humor.

MEME REPLY

Create an interesting meme
that reflects some of the
topics covered in class. Ask
your students to send a
reply as they would on social
media.

FEEDBACK WITH MEMES

Provide feedback on certain parts of assignments and show them with a
meme.

Note: only give positive feedback. Negative feedback with humour can be
really dangerous to the student's self-esteem. Use easy to understand
memes and words to clarify.

YOUR IDEA?

Some tips to work with memes



Empathy:

current, relevant and kind

Understand Your Audience: Consider your students' age, interests, and cultural background when selecting memes. Choose memes that resonate with your specific group of learners.

Stay current and kind!



Explain, then complement

Memes should complement your lesson content, not replace it. Before sharing a meme, provide some context or background information if the humor or reference may not be immediately obvious to students.



Embrace Creativity

Encourage students to get creative with memes. Memes are by nature humorous and creative, so let students express themselves through humor. Ask question and listen.



Assess and discuss

Use them to foster dialogue and discussion and to spark interest.

Bear in mind you will not understand all memes. If there is a meme about a movie you haven't watched, chances are you won't get it. The trick is finding the common ground.

EUA Act

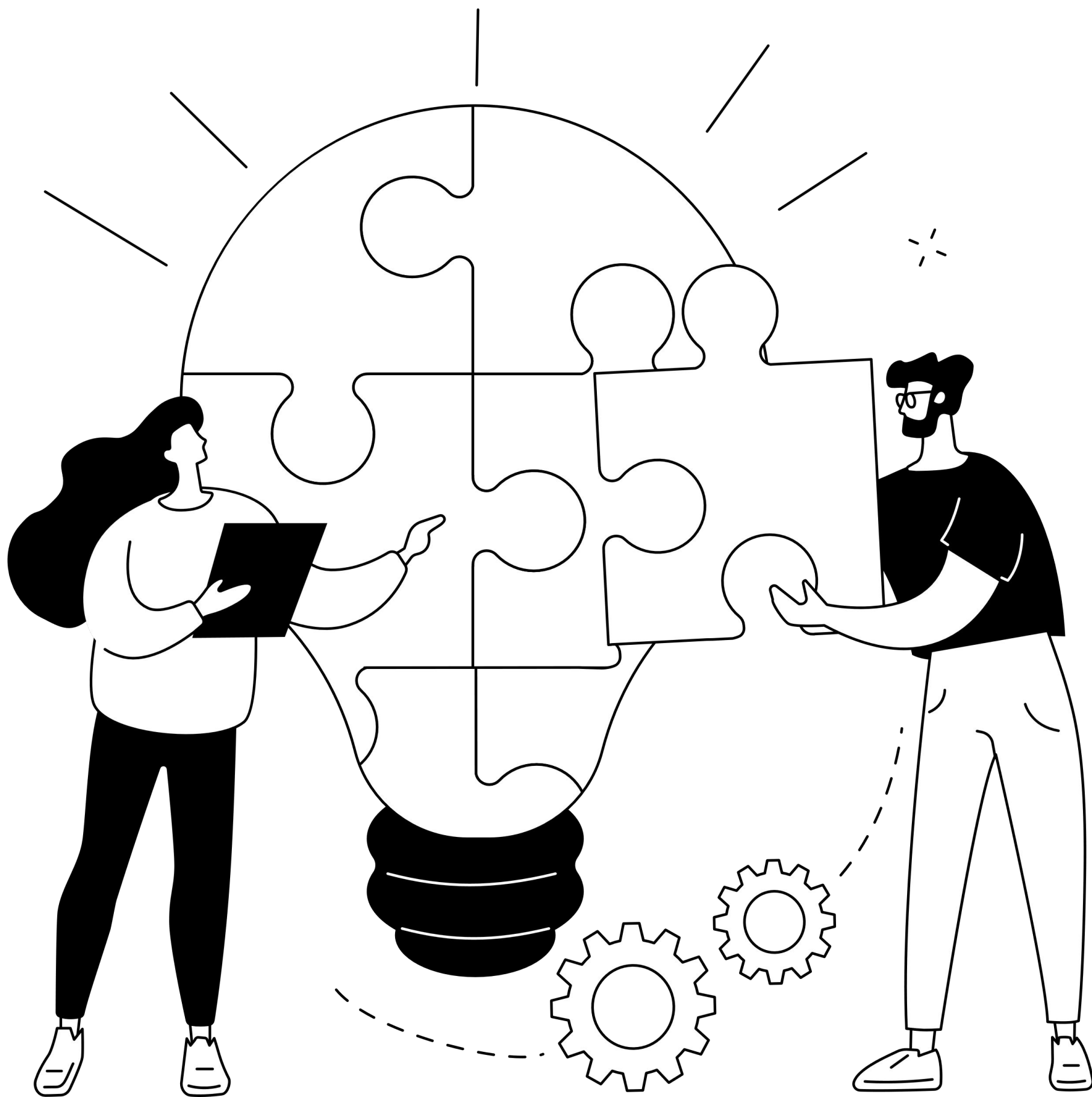
Have you read it?
What do you think?





Fake News

Create your own method to spot them!



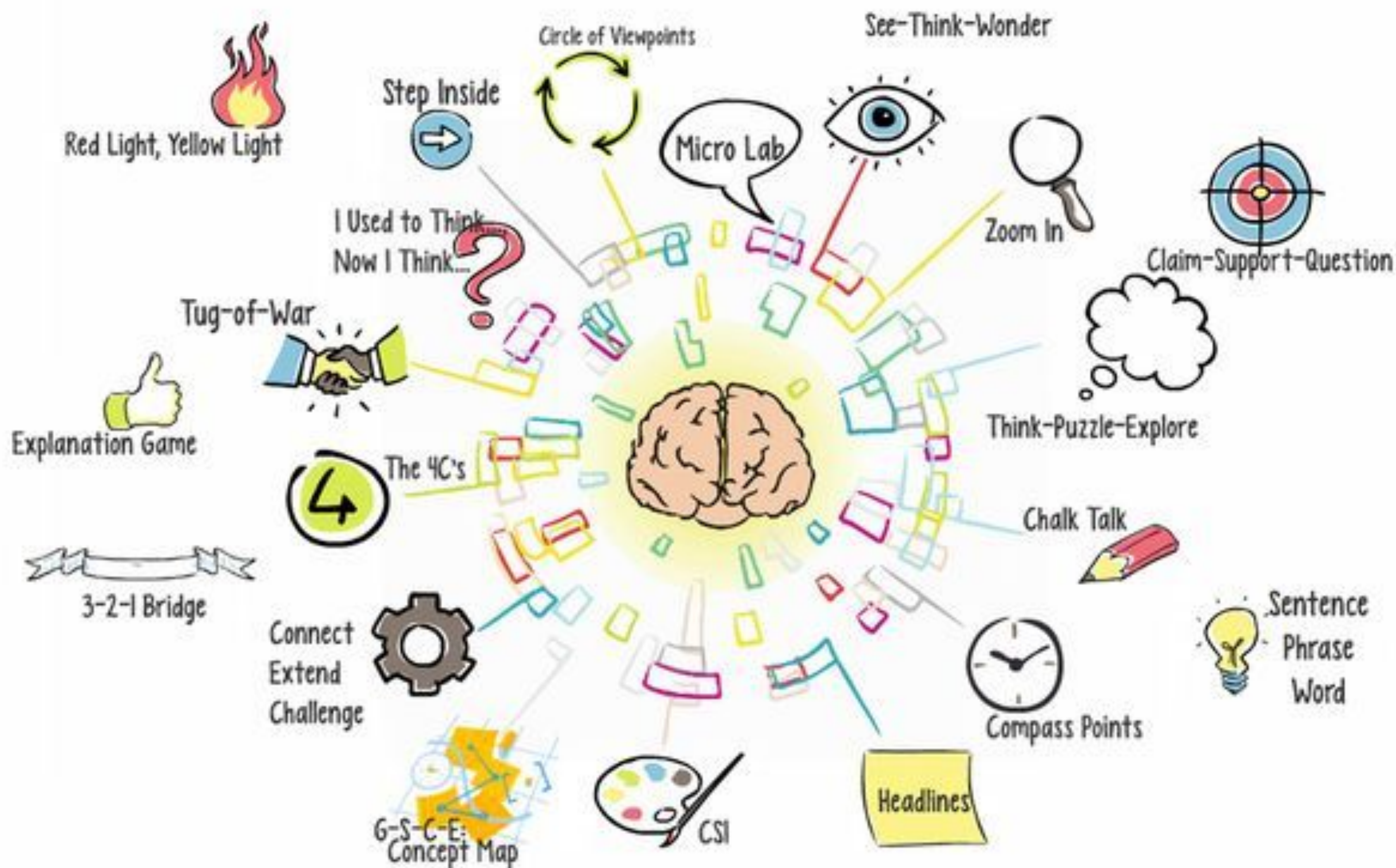
Thinking Routines

Have you ever heard of them?

If not, what do you think they are?

A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking. PZ researchers designed thinking routines to deepen students' thinking and to help make that thinking ~~visible.~~

VISIBLE THINKING ROUTINES





Summary

Out of all the activities, theories and tools we have discussed and tried out, which ones will you start implementing into your teaching? With which modifications or precautions?
Select three.
Then, we share.

Reflection in teams according to your subject

- What did you realize in these 5 days? What attitudes or actions have changed? Which ones will change?
- What other problem or situation is still going through my mind?
- How can you be helpful for your own school, other schools and the community?
- After this week, what will I start, continue and stop doing?

Structure of debate:

Motion team A 6 minutes (all speakers)
Motion team B 6 minutes (all speakers)
Prepare rebuttal arguments (2 minutes)
Rebuttal team A 2 minutes (1 speaker)
Rebuttal team B 2 minutes (1 speaker)
Prepare conclusions (2 minutes)
Conclusion Team A 1 minute (1 speaker)
Conclusion Team B 1 minute (1 speaker)

Summary

Out of all the activities, theories and tools we have used and tried out, which ones will you start implementing into your teaching? With which modifications?

Select three.

Then, we will pair in groups according to our subject and share.



Let's talk

- How was your relationship debates before this course?
- What did you realize in these 5 days? What will attitudes or actions have changed? Which ones will change?
- How have your perceptions of others/events changed? Think about cultural exchange in Amsterdam.
- What other problem or situation is still going through my mind?
- How can these new ideas be helpful for your own school, other schools and the community?



Journal + some extra questions.

What will I start doing?

What will I stop doing?

What will I continue doing?



A Big Thank You!

Let's make a round, in a random order.

You will give a compliment to the person on your left about their performance on this course.



2 Surveys

