



Molinos de Viento,  
Amsterdam

# The 4Cs: Collaboration, Communication, Creativity and Critical Thinking



**europass**  
**Teacher Academy**



# Aprendizaje basado en el alumno

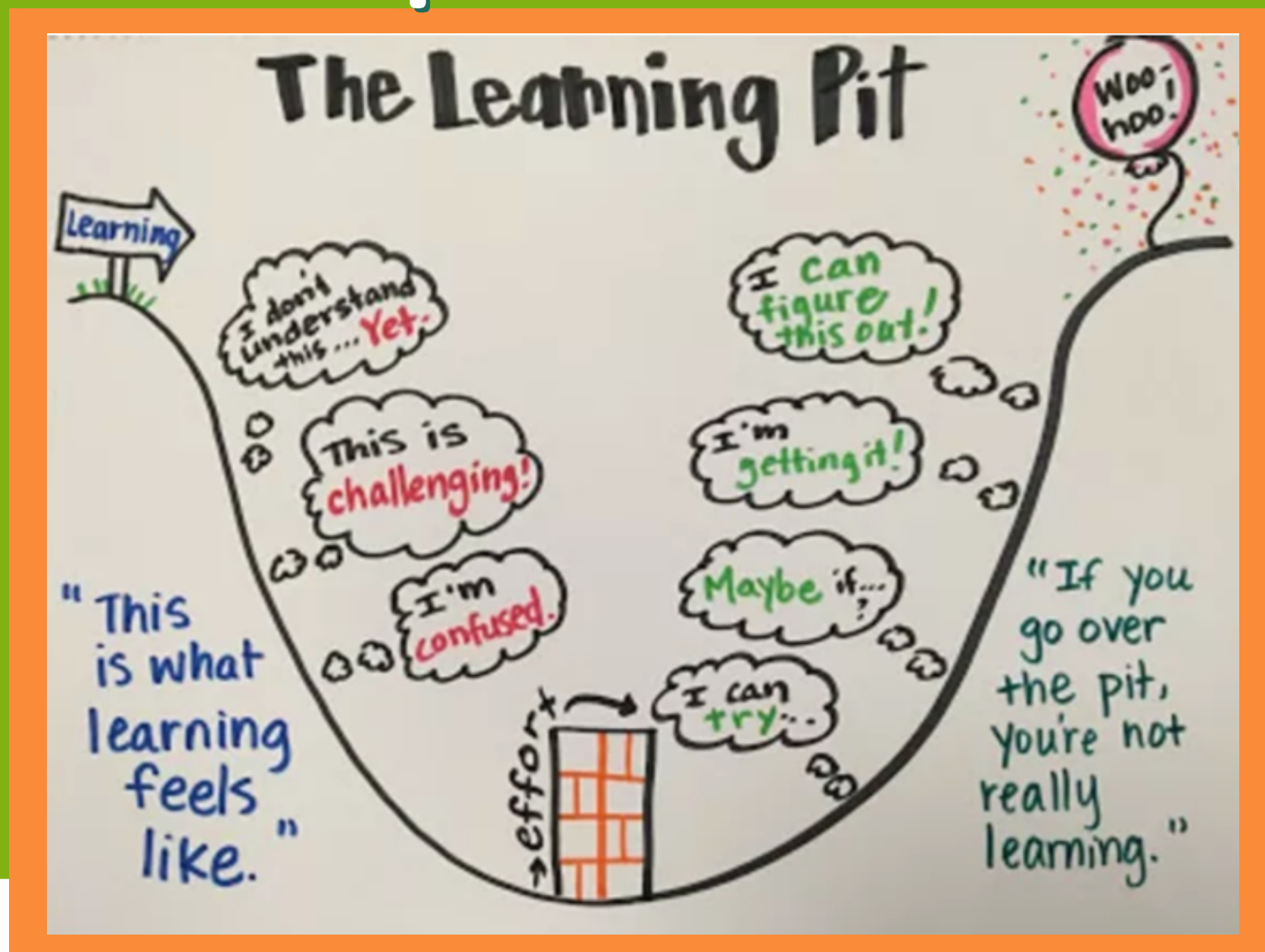
Necesidades del alumnado

Aprendizaje activo y pasivo

Responsabilidad

Motivación: extrínseca e intrínseca

- Maestría: objetivos
- Autonomía: opciones
- Propósito: por qué



Inteligencia emocional

Entorno de aprendizaje positivo



# Comunicación

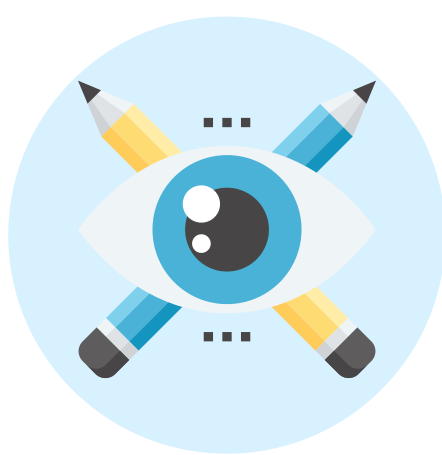
Verbal



Escrita



Visual



No verbal



Feedback



## PARAPHRASE.

Try to paraphrase what the student said to make sure you understand and to show that you are paying attention.

## ASK QUESTIONS.

Ask questions to encourage the student to elaborate on their thoughts and feelings.

## USE POSITIVE BODY LANGUAGE.

Show that you are engaged and interested by smiling, facing the other person, and maintaining an open and relaxed body posture.

## SHOW EMPATHY.

If the student voices negative feelings, try to validate them. Consider why they feel this way and put yourself in their shoes.

## AVOID JUDGMENT.

Your goal is to understand your student's perspective. Try not to interject with your own opinions while the student is speaking.

## LISTENING MAY BE ENOUGH.

It may be tempting to "fix" the problem, but at times, students just need us to listen.

## EVALUATE THE CONVERSATION.

After you have fully listened to what the student has said, take a moment to evaluate the conversation.

## DON'T GIVE ADVICE TOO QUICKLY.

Allow the student to finish speaking before attempting to give advice. You want to make sure that you fully understand their situation.



# Escucha activa

# Colaboración

Aprendizaje social y emocional



Conocimiento de uno mismo

Capacidad de decisión

Autogestión

Relaciones entre iguales

Trabajo en equipo

Discusiones

Proyectos

Debates

Conversaciones

Aprendizaje  
basado en  
problemas

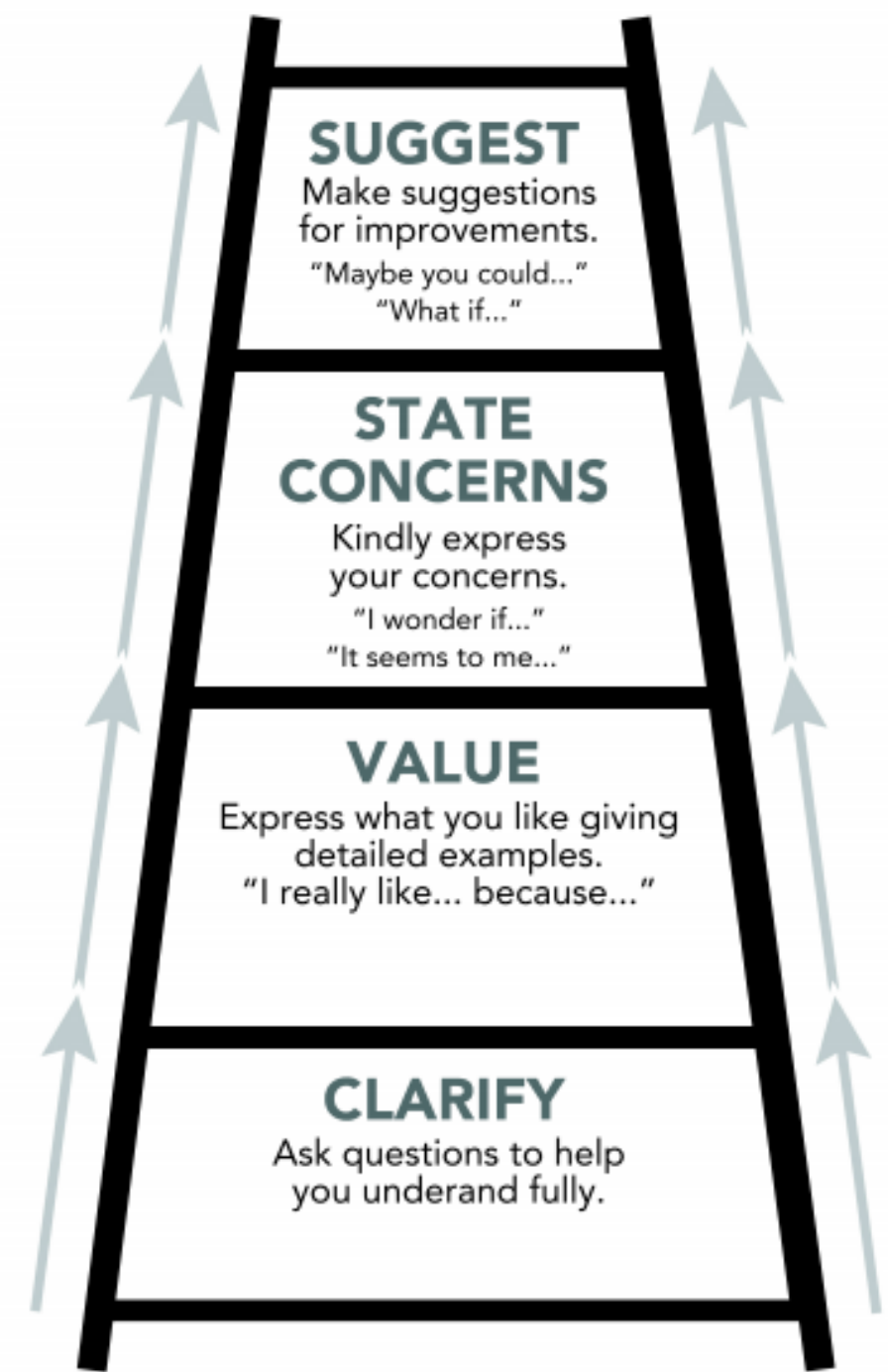
Resolución  
de  
problemas

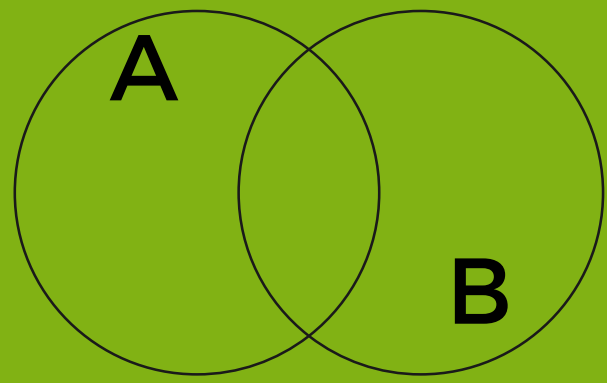
# Feedback positivo

Enseñar como dar críticas constructivas de manera progresiva

# Resolución de conflictos

- Resultado: identificar el problema y que queremos conseguir
- Situación: por qué?
- Opciones y consecuencias: reflexión
- Acción: qué hacemos para conseguir nuestro objetivo común
- Revisión: comprobar si se ha resuelto





Comparar y conectar

Cuestionar la información



Razonar e investigar



Considerar diferentes puntos de vista



Organizadores autoevaluación

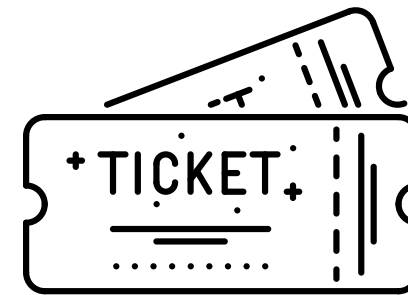
# Pensamiento crítico

## Tipos de preguntas

Preguntas sobre hechos

Preguntas inquisitivas










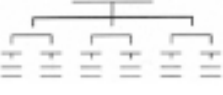


## EVALUACIÓN



Exit tickets



# Creatividad

Routine <b>ARTFUL THINKING</b>	Steps/Procedure/Question	Use when you want students to:	Artwork Example	Reading/Writing Across the Curriculum	Thinking Map
<b>Looking/Listening 10x2</b>  KNOWLEDGE  <i>Good starting point for deeper thinking- can be followed by other routines.</i>	<ol style="list-style-type: none"> <li>Look at a piece of art/listen to piece of music for 30 seconds</li> <li>List 10 words or phrases about any aspect of what you see or hear.</li> <li>Share words</li> <li>Repeat</li> </ol>	<ul style="list-style-type: none"> <li>-Make careful observations about an object, image or work of art.</li> <li>-Generate/brainstorm descriptive words or phrases for a pre-writing activity</li> </ul>	 <p><b>The Fair at Reynosa</b> Carmen Lomas Garza 1987</p>	<b>Vocabulary:</b> 1.D.3.a Use context to determine the meanings of words. 1.D.3.b Use word structure to determine the meaning of words.	<b>Circle Map</b>  <b>Bubble Map</b> 
<b>I See. I Think. I Wonder.</b>  KNOWLEDGE INTERPRETATION	<ol style="list-style-type: none"> <li>What do you see?</li> <li>What do you think about that?</li> <li>What does it make you wonder?</li> </ol>	<ul style="list-style-type: none"> <li>-Make careful observations and thoughtful interpretations</li> <li>-Make inferences</li> </ul>	 <p><b>Foxes</b> Marc Franz 1939</p>	<b>Making Inferences:</b> 1.E.4.c Draw inferences and/or conclusions and make generalizations. <b>Question:</b> 1.E.4 Use strategies to demonstrate understanding of the text. (after reading)	<b>Tree Map</b> 
<b>The Elaboration Game</b>  KNOWLEDGE  <i>Good starting point for deeper thinking- can be followed by other routines.</i>	<ol style="list-style-type: none"> <li><b>One</b> person identifies a specific section of the artwork and describes what he or she sees.</li> <li><b>Another</b> person elaborates on the first person's observations by adding more detail about the section.</li> <li>A <b>third</b> person elaborates further by adding yet more detail, and</li> <li>a <b>fourth</b> person adds yet more.</li> </ol>	<ul style="list-style-type: none"> <li>-Describe.</li> <li>-Elaborate.</li> <li>-Distinguish between what they see and what they interpret.</li> </ul>	 <p><b>Cakes</b> Wayne Thibaud 1963</p>	<b>Vocabulary:</b> 1.D.3.a Use context to determine the meanings of words. 1.D.3.b Use word structure to determine the meaning of words. <b>Making Inferences:</b> 1.E.4.c Draw inferences and/or conclusions and make generalizations.	<b>Bubble Map</b>  <b>Flow Map</b> 
<b>What Makes you Say That?</b>  COMPREHENSION	<ol style="list-style-type: none"> <li>What's going on (happening) in the picture?</li> <li>What makes you say that?</li> </ol>	<ul style="list-style-type: none"> <li>-Describe what they see or know and provide evidence and explanation (evidence based reasoning)</li> <li>Provide text or graphic evidence for BCR thinking and writing.</li> </ul>	 <p><b>The Port of La Ciotat,</b> Georges Braque 1907</p>	<b>Making Inferences:</b> 1.E.4.c Draw inferences and/or conclusions and make generalizations. <b>Main Idea and Argument:</b> 1.E.4.a Identify and explain the main idea or argument. <b>Text Features:</b> 2.A.2.a Analyze print features that contribute to meaning. 2.A.2.b Analyze graphic that contribute to meaning. 2.A.2.d Analyze organizational aids that contribute to meaning.	<b>Tree Map</b> 
<b>Colors, Shapes, Lines</b>  KNOWLEDGE	<ol style="list-style-type: none"> <li>What colors do you see? Describe them.</li> <li>What kinds of shapes do you see? Describe them.</li> </ol>	<ul style="list-style-type: none"> <li>- Observe details.</li> <li>- Generate/brainstorm descriptive words or phrases.</li> </ul>		<b>Vocabulary:</b> 1.D.3.a Use context to determine the meanings of words. 1.D.3.b Use word structure to determine the meaning of words.	<b>Tree Map</b> 

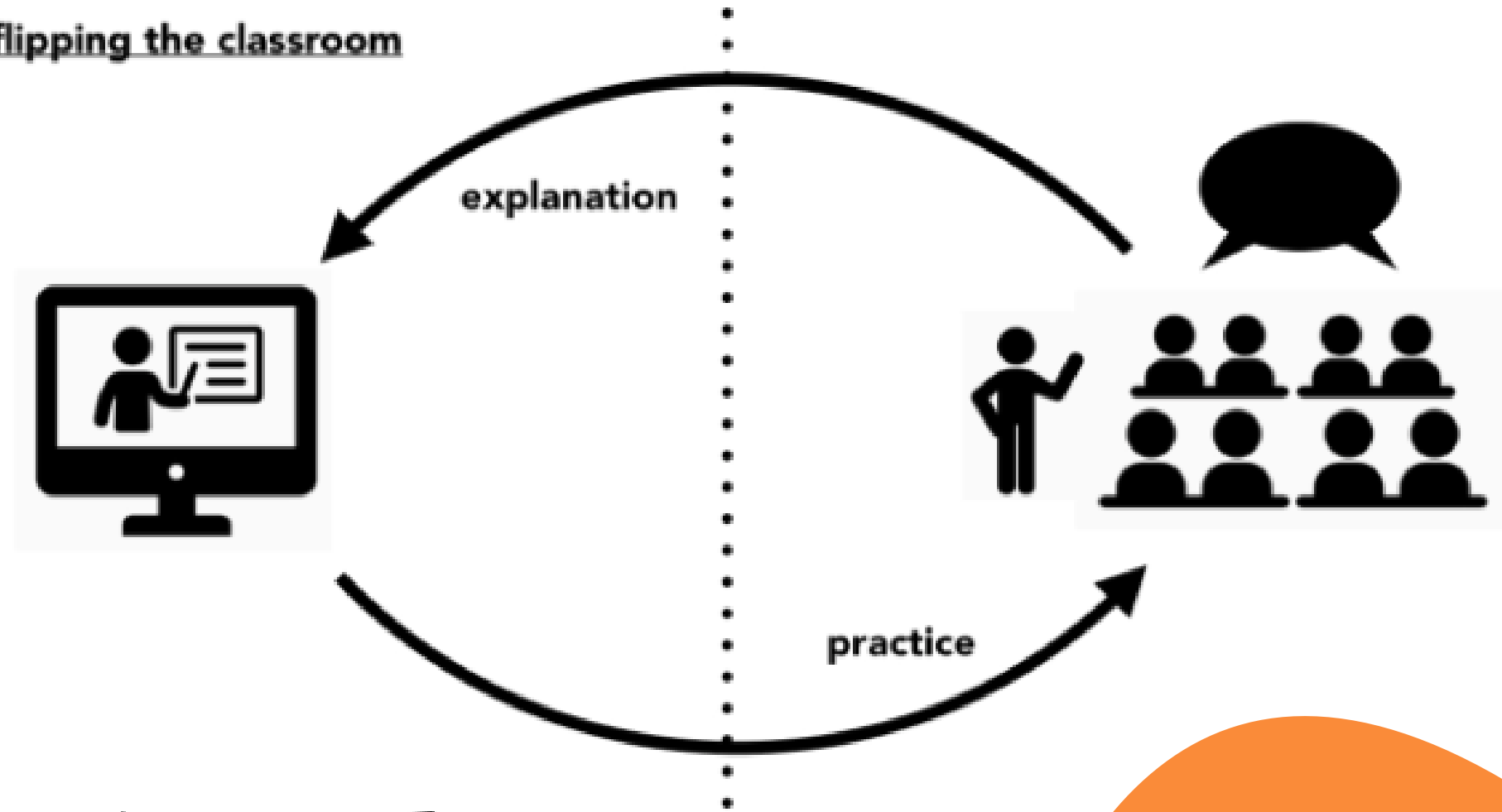


Rutinas de pensamiento  
a través del arte

# TIC

## Flipped classroom

flipping the classroom

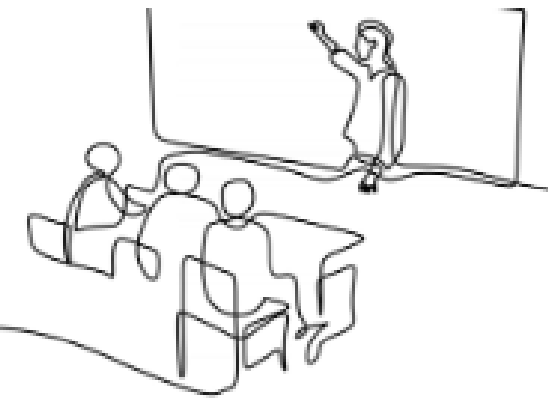


### Higher order thinking skills

**Creating** generate, plan, produce, develop, construct, organize, propose, invent, formulate

**Evaluating** argue, decide, validate, appraise, evaluate, judge, measure, rank, criticize, rate, select, consider

**Analyzing** distinguish, contrast, scrutinize, dissect, separate, discriminate, analyze, examine, survey



### Lower order thinking skills

**Applying** employ, execute, implement, practice, calculate, show, demonstrate, translate, illustrate, model

**Understanding** relate, interpret, classify, summarize, discuss, describe, explain, conclude, compare/contrast

**Remembering** memorize, define, recite, recall, cite, count, draw, recall, list, name, record, repeat







# Debates



## Racó dels Debats

JAIRO, ANHORA, SHUAN, JOSE ①

AITANA, ISMAEL, HEYLI, SANDRA ②

FRANCESC, CARLES, MARIO G., AIDAN ③

MARC, MARIO V., LITED, CARLA ④

XAUI, ROSER, HUGO, SOFIA ⑤

S'encarreguen de debatre utilitzant bons arguments i respectant el torn de paraula

**EXPERTS**

Són els responsables de comprovar si la informació dels experts és correcta.

**REVISORS**

Ajuden a controlar el temps i el torn de paraula, i han de realitzar una pregunta final a cada equip d'experts

**SECRETARIS**

Avaluen de manera objectiva les diferents intervencions dels experts

**ANALISTES**



NOME: \_\_\_\_\_  
EVALUE A: \_\_\_\_\_

### AVALUACIÓ DE L'EXPOSICIÓ

ARGUMENTS COHERENTS I VERIDICS

EXPRESSIÓ EN VALENCIÀ I TORN DE PARAULA

TÓ DE VEU I CAPACITAT DE COMUNICAR

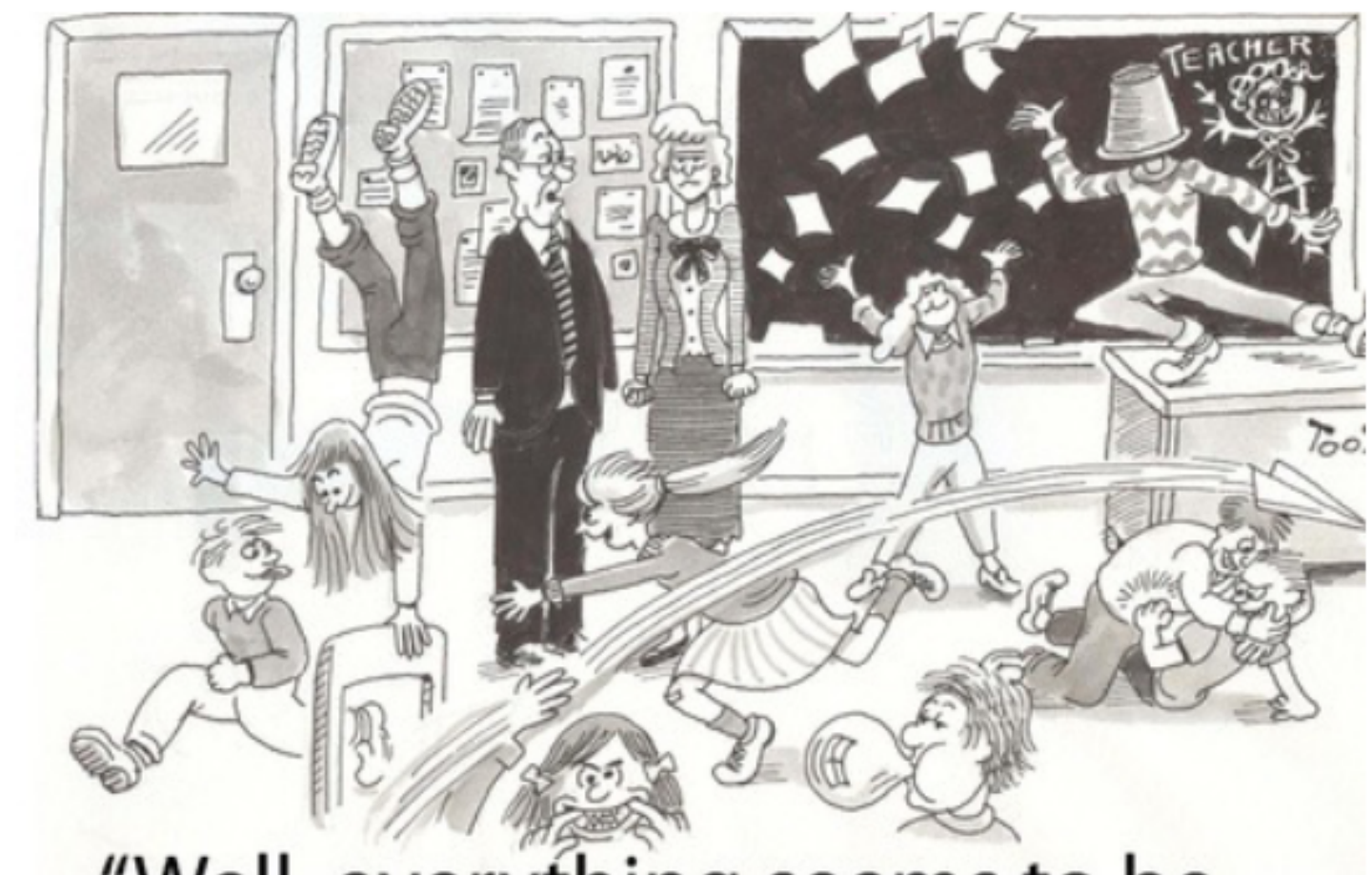
ESCOLTA ACTIVA DE LES IDEES I RESPOSTES

What we think it looks like:



What it actually looks like:

---



“Well, everything seems to be under control.”