



25th Summer Seminar

Silver Anniversary
Celebration

February 22nd-23rd
2018

PROGRAMME 2018

Daniela Zallocco

The Innovative School

The digital revolution is transforming our work, our routines and our schools. It is transforming the way children and teenagers play, access information, communicate with each other and learn. But, so far, this revolution has not transformed most schools or most teaching and learning process in classrooms. The path to innovation at school involves decisions that focus on implementing policies from a whole-institutional approach as a way to make our schools sustainable and prepare students for the road ahead. During this workshop we will look into the objectives for sustainable development (SDG) and the way we can include them in our schools making room for innovation.

Gustavo González

AUTHENTICITY, CREATIVITY AND CRITICAL THINKING IN THE 21st CENTURY CLASSROOM

Using authentic material “just because” may result in an over challenging bore for the students. But when tasks are authentic, when they involve creativity and critical thinking and when they meet students’ needs, the activities become so meaningful that students will succeed in carrying the mout.

If we understand that the difficulty does not lie on the text, but on the task, we can design activities in which the challenge is within students’ reach.

Let's share some ideas to help students find meaning in what they do, using personalized, authentic texts and tasks that meet their needs.

Luciana Fernandez

Active Learning in the Language Classroom: Mission Possible.

Active Learning stands in contrast to standard modes of instruction in which teachers do most of the talking and students are passive. Students and their needs are at the heart of Active Learning.

In this presentation we will explore strategies that can be employed to actively engage students through thought-provoking and motivating activities and tasks.

Lucrecia Prat Gay

Developing our brain`s top notch executive functions, step by step

Our pre frontal lobes are the seat of judgement, values, critical thinking and impulse control. As teachers there is a lot we can do everyday to develop them and help our students become smarter. In this workshop we will share very practical ideas to address every executive function and rewire our brain through the power of Grit!

Mariano Quintero

Learners in Action: Citizenship Education and Transformative Language Teaching

The challenges of teaching English in secondary school today require that we should question not only what and how we teach a foreign language, but also why we do so. Based on critical perspectives to language education, this presentation aims to explore how we can approach the language skills with a view to helping our learners become responsible citizens who may both question their socio-cultural context and commit themselves to acting upon it.

Reading as an Act of Resistance: Developing Critical Thinking through Literature in Secondary School

Giroux (1999) defines critical thinking as “the capacity to make problematic what had previously been treated as given.” The Literature class constitutes a great opportunity to denaturalize certain instituted beliefs and defy the *status quo*. In this presentation

we will explore how we can approach literary texts critically through a pedagogy of questions to help learners develop their reading skills. We will also discuss classroom tasks which aim to equip our students with various analytical tools for a resistant reading of the text

Mónica Gandolfo

Do we teach or do we just test?

Most of us want our students to learn to use language. And this is what all of them would like to be able to do as well. But have you ever felt that just going through the activities provided or even those designed by us somehow does not do the trick? Is it possible that most activities may lead us to be more concerned with testing the results (right/wrong; can do/can't do) than with teaching the path our students need to follow to get there? There seems to be an assumption that the path to get to that final result will take care of itself. But it frequently doesn't. Let's reflect together on possible ways to teach our students **how** to get where they want to go.