

ERASMUS+

EXPLORING LOCAL RESOURCES – AN INQUIRY BASED APPROACH TO OUR COMMUNITY – REF. OTC12

Course Ref:

OTC12

Entry Levels

CEFR English B1+

Daily Teaching Sessions

Monday to Friday

Total course contact hours 20

One week course: 20
morning hours + 5 related
afternoon cultural visits

Maximum class size 14

Course Provider:

Twin English Centre

Dublin (formerly Alpha
College of English)

OID 100161024

PIC 909 168 391

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Dublin 1

Ireland

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in association with:

Shadows Professional
Development Ltd

OID E10070815

PIC 949086219

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This course is of significant benefit to non-native teachers and trainers who:

- would like to explore the possibilities of using an Inquiry Based Learning approach to creating dynamic learning opportunities using the wealth of easily, and often very economically, available resources in their locality
- wish to increase their awareness of current thinking on Inquiry Based Learning; its potential to support students to become more collaborative, thoughtful and innovative learners, its application across a range of topics and classes including its relevance in the area of preparing students for a changing world of work and employment

Objectives

- to familiarise participants with key concepts and issues in Inquiry Based Learning and to help develop their skills in incorporating IBL into teaching and learning processes in their schools.
- to increase participants' skill and confidence in the use of tech tools used in IBL.
- to explore a range of school projects for subjects such as English, geography, history and citizenship with a focus on the tools and resources needed to implement IBL.
- to provide opportunities for improved methodology and creativity to help participants increase their student engagement and retention on their return to their own schools.
- to provide an opportunity to consolidate participants own language skills.
- to establish contacts between teachers from a variety of European backgrounds and facilitate future networking among these professionals.
- to promote awareness of contemporary Ireland

Preparation

Pre-course Preparative Modalities:

- Needs Analysis
- Pre-course information on free on-line resources for
- Pre-course cultural information
- Pre-Course general arrival information

Practical Arrangements

Intra-Course Modalities offered by the Course Provider

- Course Tutor
- Learning Materials
- Individual formative assessment
- Setting of learning objectives
- Feedback on progress and areas needing special attention
- Guidance and advice on homework exercises
- 24 hour emergency contact number
- Accommodation service
- Optional cultural visits

Follow up provided

Post-Course Modalities

- A Certificate of Attendance and Achievement
- Europass Mobility
- Post-Course Forum

EXPLORING LOCAL RESOURCES – AN INQUIRY BASED APPROACH TO OUR COMMUNITY

Course Topics

Key Concepts and Definitions of IBL. Role of teacher and students

Creating a Digital Portfolio

The Inquiry Cycle – Planning the module

Workshop: Street art, architecture and cultural spaces in our community

Monitoring students' progress

Impact of Transportation in our community

Assessment in IBL

The changing face of employment

Developing a project idea

Stages in planning and implementing a project

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Course Content

The input sessions are a blend of lecture format and practical activities. Throughout the course participants are encouraged to reflect on their own practice, consider alternative practices and try out a variety of classroom activities through lesson planning, workshops and presentations. Participants will build up a portfolio of project ideas and develop a project of their own.

Format

This **1-week** course on Exploring Local Resources – an Inquiry Based Learning Approach to our Community consists of 20 morning contact hours as well as 5 afternoon cultural visits directly linked to the morning sessions

Sample Programme

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---|---|---|--|--|
| 9:00-10:50 | Induction, orientation and Information dissemination Creating a digital portfolio. | The Inquiry Cycle. Planning the module | The Inquiry Cycle: monitoring students' progress | Approaches to assessment in Inquiry Based Learning | Workshop: Developing a project idea. |
| Coffee Break | | | | | |
| 11:10-13:00 | Key concepts of IBL. Roles of teacher and student | Workshop: Street art, architecture and cultural spaces in our community | Workshop: Transportation in our Community | Workshop: The changing face of employment. | Finalising digital portfolio. Course review . Establishing guidelines for future networking |
| Lunch | | | | | |
| p.m. Visits | Orientation tour of Dublin | Visit to a local library | Visit to Dun Laoghaire | Visit to a local Enterprise Centre | Visit to St Anne's Park |
| Saturday | Informal Learning. Self-guided research and cultural activities along guidelines from Twin English Centre, Dublin | | | | |

Outcomes

- Increased confidence in developing and implementing PBL in the classroom
- Increased confidence in developing and implementing Inquiry Based Learning in participants' schools, including implementation through the participants' first language
- Increased confidence in using tech tools to implement Inquiry Based Learning Projects
- Digital portfolio of IBL work done during the programme as a reference for implementing new approaches in participants own classrooms and to facilitate dissemination of their Erasmus+ project to colleagues
- Participation in a real world project using some of the core characteristics of IBL
- Increased awareness of the possibilities of exploiting easily accessible local resources as a basis for supporting collaborative, thoughtful learning across a range of contexts by introducing an IBL approach.
- Enhancement of personal English Language skills – reading, writing, speaking, listening, fluency, accuracy
- Sharing of experience and knowledge with professionals from a range of European countries
- Increased knowledge of Irish history and culture
- Knowledge of Erasmus+ potential for professional development