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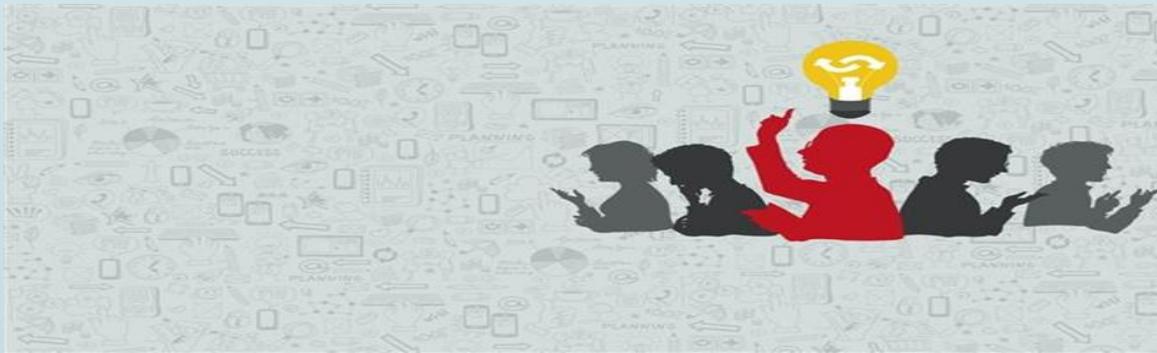
INTERACTIVE STRATEGIES FOR STUDENTS LEARNING OPTIMIZATION

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THE QUALITY OF EDUCATION

- ▶ ‘An education system is only as good as its teachers’ (UNESCO, 2014: 9) and enhancing teacher quality at all stages of a teacher’s career is thus a key factor in improving the quality of learning that students receive
- ▶ The challenge is to improve the quality of education across the entire value chain.
- ▶ It is important to remember that quality stems from the quality of life experienced by individuals, whereby society instills morals, value, ethical conduct, honesty, integrity, to name only a few positive characteristics.



Quality – the purpose of Education

- Two 2 key elements :
 - To ensure the cognitive development of learners
 - In nurturing the creative and emotional growth of learners and in helping them to acquire values and attitudes for responsible citizenship



What Do We Mean by Education Quality?

- Frequent approach: quality is equal to the efficiency and effectiveness
 - Multidimensional concept
 - Implies a value judgment
 - A dynamic concept that changes and evolves with time and changes



The quality of education



Every Student Succeeds Act (ESSA)

- The quality of education therefore needs to be increased at the primary and secondary level so that it prepares individuals for the tasks which they will receive in future level of education.
- If this increase in quality in education occurs, will produce professional individuals who can contribute to society in positive ways and therefore directly impact on the economy.

Quality-Competencies-Performance



“An approach to education, emphasizing on the outcomes of learning, related to the changing need of beneficiaries, in a complex structure of knowledge, skills, attitudes and behaviors, that sustain learner’s effective performance in relation to a task, or a problem-solving situation in the real world...” (CBE, K. S. Weddel, 2006).

- Beginning from 1990, Romanian education system passed through a series of changes, at different levels of its functioning, in order to enhance the quality of instruction

Competency Based Education

Understanding of education quality:

- Learning to know
 - Learning to do
 - Learning to live together
 - Learning to be
- CBE is an institutional process that moves education from focusing on what academics believe graduates need to know (teacher-focused) to what students need to know and be able to do
 - CBE is focused on outcomes (competencies) that are linked to workforce needs as defined by the profession.
 - CBE necessitates complex assessment through portfolios or experiential learning assessment in field experience.
 - Large skill sets are broken down into competencies which sequential levels of mastery

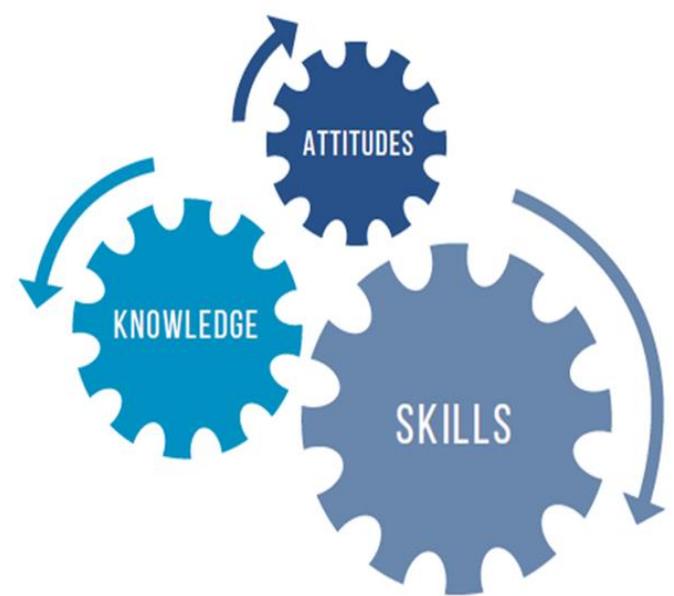
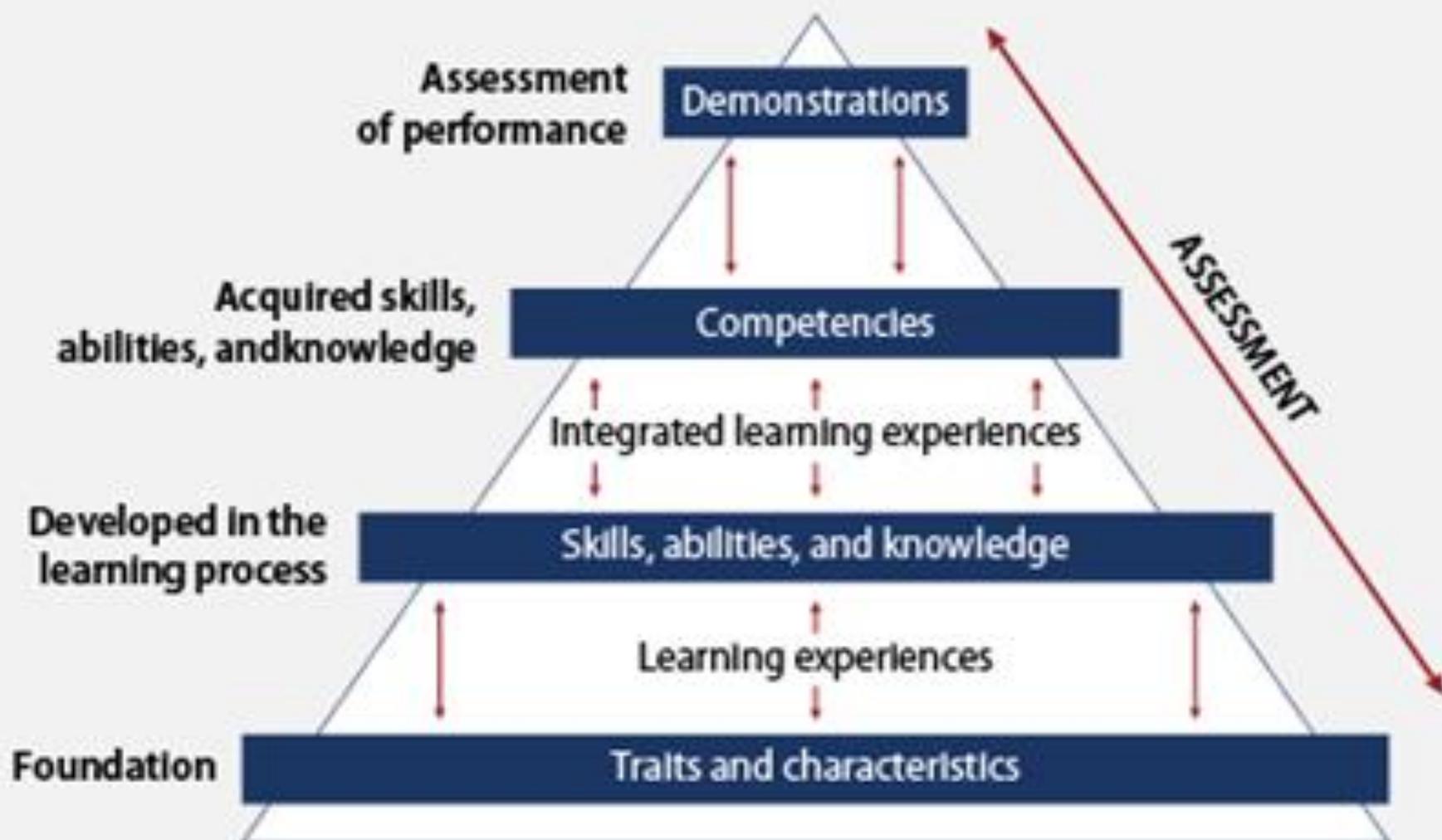


FIGURE 1

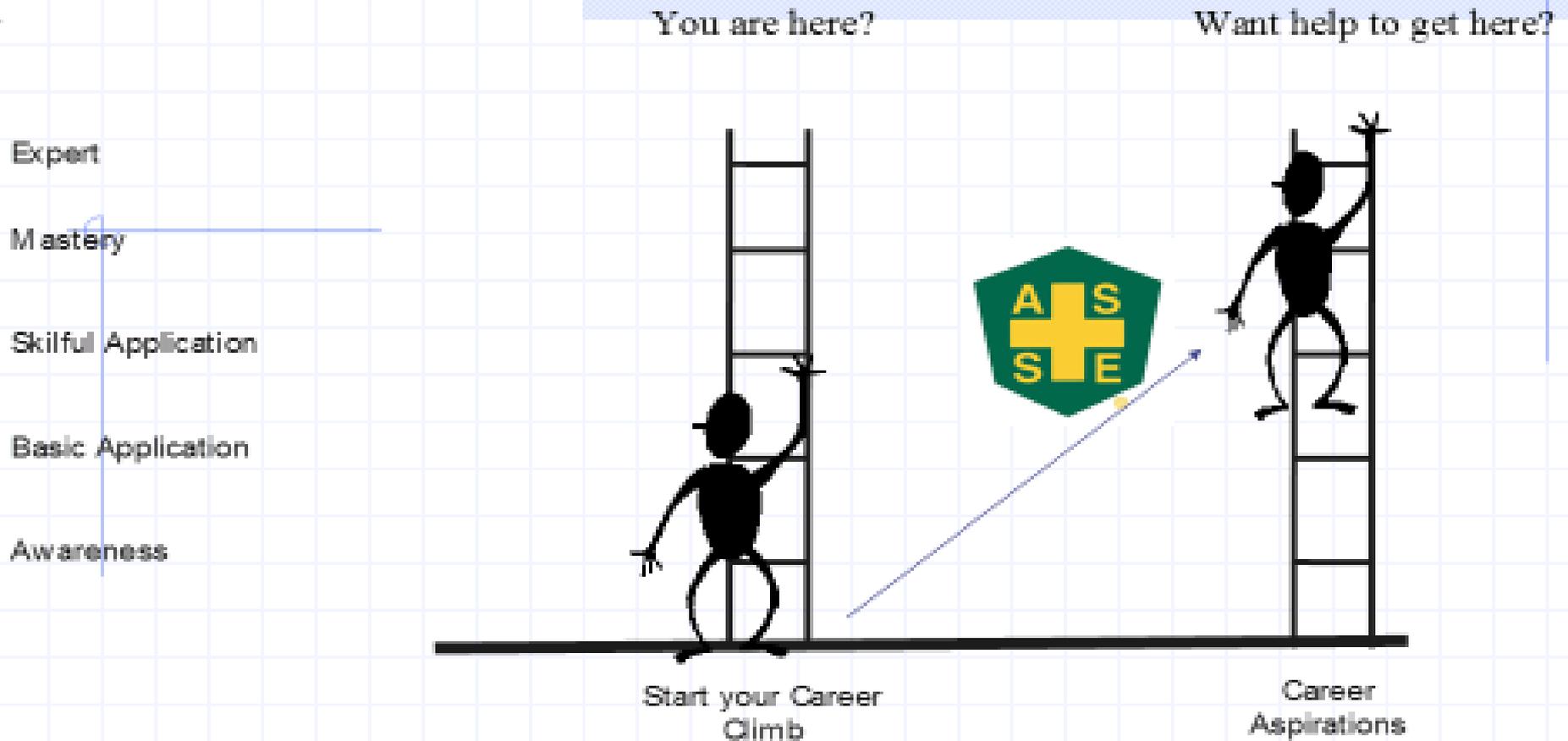
A conceptual learning model



CBE-individualization and personalization of teacher training programs

- Competencies may reinforce one another from basic to advanced as learning progresses
- Continual refinement of competencies is essential as this a process not a product
- Consistency in expectations across the curriculum
- Consistency in grading

STRATEGIES FOR STUDENTS LEARNING OPTIMIZATION



- ✓ Education
- ✓ Skills/ Behaviors
- ✓ Experience
- ✓ Continual Professional Development
- ✓ Credentialing
- ✓ Consistent Application of the Above

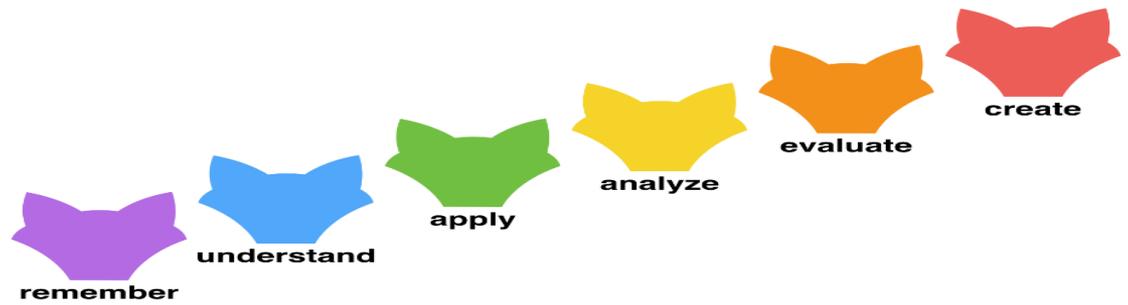
SH&E Professional



The constructivist approach

- ▶ Learning is an active process
- ▶ New knowledge is linked to existing knowledge
- ▶ Knowledge is developed in an organized manner
- ▶ There are multiple forms of knowledge
- ▶ Learning is a social act
- ▶ Learning is context dependent
- ▶ Learning focuses on cognitive processes and strategies
- ▶ Intrinsic motivation is critical

Deep Learning



- Learners seek meaning and to satisfy curiosity
- Learners develop much content knowledge
- Learners operate at a high level of conceptualization
- Learning is enjoyable
- Time and effort is put into learning (sometimes too much)
- Learner reflects on learning and thinks about how to learn

INTERACTIVE STRATEGIES



- Emphasis on the knowledge base
- Learner is interested in the field – high motivation
- Interaction between learner, learners and teacher, and learner and content
- Learner actively participates
 - (The learner is more than a ‘spectator’)

INTERACTIVE METHODS

- Provide a good model
- Provide support – workshops
- Do not insist on uniformity
- Grading rubrics match back to competencies
- It is a work in progress
- Getting the attention of the rotation



Besides interactive strategies-Good teacher



- Pedagogical skill to implement teaching strategies...and pedagogical content knowledge
- Reflective skills to analyze and act of teacher-generated data
- Communication and collaboration skills to build relationships
- Management skills to arrange successful learning environments
- Technological skills



Culturally responsive teachers:

- 1. believe all students can achieve and succeed,
- 2. build a community of learners,
- 3. build connections to families and the community,
- 4. are continual learners,
- 5. vary instructional methods,
- 6. know their students,
- 7. are introspective and reflective



Interactive strategies-improve the set of competencies to be developed during the studies

- 1. Ability to transfer procedures from the scientific specialist domain, acquired during the undergraduate studies, to a relevant methodology for the corresponding school subject matter;
- 2. Ability to identify problems faced by students in the teaching-learning-assessment process and to design possible solutions;
- 3. Ability to develop research projects in the class/school for the improvement of teaching process and for metacognitive competencies development;
- 4. Ability to communicate research/teaching experiences to different partners within educational community;
- 5. Ability to engage in activities for the promotion of teaching practices and experiences having a social and an ethical impact, in a mono and a transdisciplinary perspective.

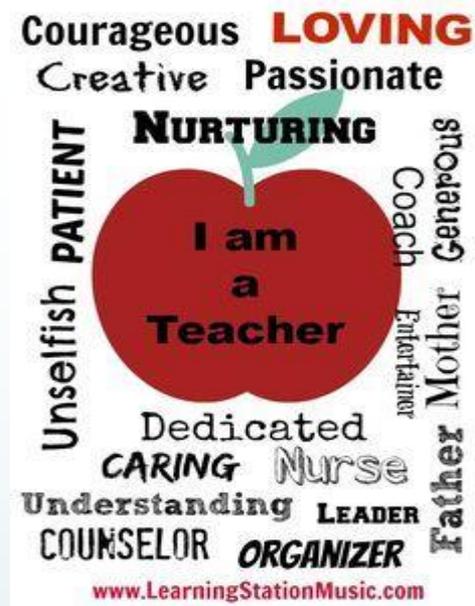
A possible teacher's profile viewed in CBE perspective

- ▶ ability to design learning experiences taking in account the compatibility between the student needs and the educational offer, related to efficient task performing in real situations; having a critical approach to reality (E. Yogev, N. Michaeli, 2011);
- ▶ helping students to transfer outcomes of learning outside the classroom (J. Hill, P. Houghton, 2001);
- ▶ using the technology in alternative ways and having an extended cultural competence (D. Loewenberg Ball, F.M. Forzani, 2009);
- ▶ opened to change (E. Yogev, N. Michaeli, 2011);
- ▶ stimulating active forms of learning (J. Hill, P. Houghton, 2001);
- ▶ sustaining the collaborative work of students (D. Loewenberg Ball, F.M. Forzani, 2009);
- ▶ involved as a partner in the process of emotion regulation; able to perform action research (K.S. Volk, 2009);
- ▶ effective classroom management skills (J. Stronge et al., 2011);
- ▶ designer of effective learning opportunities; having effective communication skills; using the maximum potential of learning opportunities; thinking in alternatives; acting in a proactive way; building a learning community; shifting emphasis from knowing to doing inside or outside the classroom; learning facilitator; having a skill-oriented approach to learning; fair and respectful in relationship with students (J. Stronge et al., 2011);
- ▶ considering assessment as an integrated part of the learning process.

Reflective teachers

- Open-minded
- Wholehearted
- Responsible
- An ethic of caring relationships
- Learning communities

1. Pedagogical skill
2. An ethic of caring
3. An educational philosophy
4. Reflective practice
5. Pedagogical content knowledge



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Thank you for your attention!

