

MINT - A Report of the teachers - Short exchanges

My Name and a short introduction of myself *

We are 2 french biology and geology teachers ; Emilie (started to teach in a highschool 6 years ago) and Jean-Marie (teacher for 5 years)

The report of the methods used during the exchanges *

We saw some MINT lessons in Polish.

In most of them, the knowledges level is really high. But in the lessons we observed we didn't see team work. It was always shorts scientific questions with shorts answers (precise and high scientific level but with no critics of those knowledges and the way they should be understood or how they were understood / discovered)

The knowledges are not "built" by the students but come unly from the teacher and hqve to be memorized.

We tested 3 different methods we use in france :

- group's work with different documents, they had a problem to solve within 30 minutes. To solve it they had to pick the rights informations in those documents and to cross the information to right down an answer. The ten lasts minutes there was a discussion with the class to correct their answer and the scientific explanation.

- a Thiagi ; the goal of this lesson was sensibilisation about cigarettes. Each student had 4 documents (datas, numbers, scientific articles,...) and had to write down the 6 main informations according to them. Every papers have been put on a table and each student had to pick 5 papers they liked but it was forbidden to pick their own. Then they made groups of 4 and had to debate to keep only 5 papers within the group. Each group had to create a poster according to the papers they kept but it was forbidden to write words. Only figures, drawings and symbol were allowed. then every group had to present a poster.... but they had to present their neighbor's poster ! in front of the classroom. During the presentation the discussion is really open between students and teachers. Then 10 minutes of conclusion by the teacher.

- mosaic task / a lesson about infertility and ART . Each group of student had a different couple with a different kind of infertility (severql scientific documents) . They had to identify the cause of infertility and propose a good ART to the coupls they have. Then 10 min of conclusion made by the teacher, co-constructed with students.

The scientific level with french methods is lower, but we work more * on the way knowledges have to be understood and why. Questions and problem are also more opened to differnt types of communications. There is less knowledges but they are more built bY the students.

Something else interesting *

Those differences of methods is linked to the programs weight. In Poland the final exam of high school is long (dozens of pages with a lot of short questions of high scientific level) and the knowledges weight in the program is much more heavier than in France. The polish final exam is extremely selective compared to the french baccalaureat. In france the selection is often made at the end of the first year of universities whereas in Poland it's 100% done at the end of high school.

The best things I have seen *

We liked that the scientific level was higher than in france... but we also saw that polish students was really receptive to our methods. They loved team work and said they were not used to it. They also said that they would definitely memorized the informations easier with our methods because it gives sense to the knowledges and also because the appropriation of those knowledges is better (it stays easier in mind because of the interactivity and the different types of communication)

But with this methods, it would be impossible to learn all they have to learn... so the best thing would be to find a balance between our methods. More interactivity and types of communication in polish lessons and a higher scientific level in french ones.

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