**NEW COURSE CONCEPTS**

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| **Course title** | **Bringing biodiversity into the classroom** |
| **Course overview and purpose** | In teaching students about biodiversity, you help students understand biodiversity as a measure of planetary health.What resources can you use to let students experience markers of biodiversity both within individual ecosystems and of interconnectedness for the planet as a whole? Learn more about biodiversity teaching activities, lesson ideas, film clips, careers resources, background information, practical tips and suggested teaching strategies by a full immersion experience about biodiversity!Join us and visit the unique Padova Biodiversity Garden: more than 1,300 plant species in uniform climatic environments in terms of temperature and humidity emulating the conditions of the planet’s biomes in an itinerary that also takes in anthropological items and interactive exhibits!Field trips to mountains and lagoon will take place in order to observe and have direct experience of different plant species and different territories and territory management.Debriefing those direct learning experience is a such a great opportunity to discuss openly practice and exchange ideas with teachers interested in the topic of biodiversity in the classroom and be engaged with a meaningful process of mutual curiosity and collective reflections. |
| **Learning outcomes** | * Improve knowledge about Biodiversity
* Raise awareness about your personal relationship with nature and sustainability education
* Build empowerment in teachers and classrooms in challenging situations
* Improve knowledge to shape effective hands-on lesson to teach biodiversity
* Implement new teaching resources immediately upon finishing the course
* Be able to plan specific activities connected with your context and objectives.
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| **Course title** | **Embodied Learning: the Power of Drama and Performative teaching** |
| **Course overview and purpose** | Body and mind work together in learning. Movement and concepts are connected. Creative activities based on the primacy of self-expression and aesthetics are more likely to engage learners than academic activities. Embodied learning is the conscious use of creative experiences and the active involvement of students to champion the acquisition of knowledge. This type of situated cognition can be used to deepen the understanding of foreign languages and other school subjects.This course provides teachers with challenging and inspiring techniques and ideas for drama and performative teaching in primary and secondary classrooms.Practical workshops with emphasis on active participation will help teachers to and improve students’ emotional, social and language development skills and will provide hands-one experience of how to use the drama domain as a platform for introducing new pedagogies and fostering non-cognitive skills in the whole curriculum.This course will also provide drama activities to use in any subject areas and to engage pupils’ imaginations and creativity and will also provide ideas for exploring theoretical and practical aspects of foreign languages and developing spoken language skills.Join us and make learning the outcome of creation, expression and expression! |
| **Learning outcomes** | * Introduce relevant design principles for embodied learning for any domain
* Examine Drama and Performative teaching concepts and components
* Learn more about how to encourage creative and challenging experiences for pupils.
* Promote collaborative and active learning through active participation.
* Support teachers’ practice of planning drama and performative teaching
* Improve the participants’ personal and professional skills in teaching
* Increase capacity to cooperate on an international level
* Improve communication and social skills
* Improve English language skills
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| **Course title** | **English pronunciation for teachers** |
| **Course overview and purpose** | Develop your ability to understand and speak English! Whether you’re interested in a basic introduction to English pronunciation, or a more advanced look at phonetics, you’ll explore a variety of different English accents, helping you to speak English in a variety of international education environments.This means that you’ll need to understand, and be understandable to, other non-native speakers and to appreciate diversity in spoken English and the differences between your pronunciation and that of others.In this course, you’ll find out which pronunciation features are important for mutual understanding. In exercises and videos, you will practise English sounds and stresses, and learn about other learners’ accents.The course is designed according to your native language. It prioritises the sounds that will make the biggest differences to your accent.“English pronunciation for teachers” course is for teachers/educators who have **Upper-intermediate (B2) or Proficient (C1/C2)** language levels. |
| **Learning outcomes** | * Improve your English pronunciation
* Increase confidence about speaking English in different contexts
* Learn about vowels and consonants
* Practise mouth movement, spelling to sound, connected speech and stress & intonation
* Improve your sounds, intonation and fluency
* Increase capacity to cooperate on an international level
* Improve communication and social skills
* Improve English language skills
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| **Course title** | **Environmental education project-based learning at school** |
| **Course overview and purpose** | Climate change, recycling, UN Sustainable Development Goals, carbon footprint, food and water waste …. would you like to explore curriculum making possibilities that challenge children’s responses to environmental education?This is a unique possibility to learn more about selected case studies of real environmental projects which took place at Italian schools.Where does an environmental project come from? How can it be planned?You will find out more about how to design and develop proposals for environmental education at school and debate some educational experiences developed in different areas and levels that aim to innovate in the reflection and practice of environmental education.You will learn about comprehensive teaching and learning tools and integrate inquiry-based learning and other methodologies into your project idea.The course takes you through a step-by-step process that transforms your project idea into teaching resources and exchange of best practises in teaching environment education at school. |
| **Learning outcomes** | * Strengthen the ability of teachers to use inquiry-based teaching strategies and innovative methodologies in their environmental education classroom classrooms.
* Build the foundations of cooperation between various schools
* Learn more about the benefits of running environmental projects at school.
* Share teaching and learning resources and learn about best practises for environmental education project execution
* Improve knowledge about project-based learning and different approaches on environmental education at school
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| **Course title** | **Flipped classroom and inquiry-based learning**  |
| **Course overview and purpose** | Innovative teaching methods fulfil the need to transform our current education systems and make school more engaging for students, improve learning, make teaching more enjoyable and rewarding and connect students and schools with communities and the real world.The effectiveness of flipped classroom approaches can be improved by combining it with other pedagogical models such as inquiry-based learning and take students to levels of learning they never thought possible. The students actively seek knowledge and don’t just sit and receive the knowledge from a lecture or worksheet!Implementing inquiry-based learning in flipped classroom scenarios requires teachers to plan arrangements for in- and out-of-class activities carefully.During the course, participants will learn about various instructional models and student-centred learning activities and how to apply them in practice. Participants will also discuss the challenges of implementing innovative methods and how to overcome them to deliver powerful learning and teaching. |
| **Learning outcomes** | * Introduce relevant design principles for inquiry-based flipped classroom scenarios for any domain
* Examine Flipped classroom and inquiry-based learning model concepts and components
* Learn more about how to incorporate instructional models like the 5E Model into the classrooms
* Promote collaborative and active learning through active participation.
* Support teachers’ practice of planning inquiry-based flipped classroom lessons Improve the participants’ personal and professional skills in teaching
* Increase capacity to cooperate on an international level
* Improve communication and social skills
* Improve English language skills
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Other training course topic areas

Would you like to make your suggestion for a course concept? Pick up your idea from the following list or tell us more about your concept!

**Language learning and teaching**

English, Italian and other languages

General language fluency

English for Specific Purposes

Professional English and Communication

Teaching methodologies and strategies: English as a medium of instruction (EMI), CLIL, project-based learning, etc

Project-based learning solutions about the topics below

**School innovation**

Innovative school leadership

Quality improvement of institutions and/or methods (including school development)

Benchmarking education systems (case studies such as Finland, Germany and pre-primary education in Italy are encouraged)

Conflict management at school

New innovative curricula/educational methods/development of training courses

Pedagogy and didactics

EU funding and project design

Inclusion and achievement

Early school leaving and combatting failure in education

Student career guidance and counselling

**Classroom management**

Innovative methodologies

Inclusion and equity

Disabilities and special needs

Diversity

Migrants

Minority ethnic pupils

Bullying and cyberbullying

Gifted education

Faith and belief issues

**Soft skills for teachers**

Health and wellbeing

Empathy and emotional intelligence

Counselling at school

Mindfulness, yoga and meditation

Life coaching for teachers

**ICT and new technologies**

Managing remote classrooms and distance teaching

New instructional technologies at school

ICT, new technologies, digital competences

EdTech start-ups and new frontiers

Industry 4.0 and enabling technologies

Smart manufacturing

Mechatronics

Artificial intelligence

Educative robotics

STEM education

Coding

Digital business education

**Creativity and culture**

Arts and Teaching: music, theatre, photography and creative writing

Voice coaching

Creative teaching strategies for subjects other than art

Classical culture

Art education, landscapes and cultural heritage in local cities (Padova, Venezia, Verona and more)

Building sustainable partnerships between schools, creative and cultural organisations and individuals

Creative industries

**Global citizenship education**

Sustainability and environmental education

Intercultural learning

Climate justice and science

Democracy, history of globalization and international institutions

Media education and critical media literacy (fake news, hate speech, online risks, participatory cultures and citizen journalism)

Peace and conflict studies

Active citizenship

Multicultural societies

Teaching controversial issues

Embedding social justice issues into teaching

**Entrepreneurship education**

Labour market issues, including career guidance and youth unemployment

Enterprise, industry and SMEs

Entrepreneurial learning

Social entrepreneurship

**Smart City management**

Infrastructures and mobility

Circular economy

Smart network infrastructures

Urban planning at school - provision of urban services

Citizens, government and data valorisation

**Subject-specific and specialist knowledge**

Agriculture, forestry and fisheries

Agrifood

Sustainable living

Tourism

Hospitality, food and catering

Financial education

Outdoor education

**Other**

Teachersrise may consider other topics that address the questions, “what is an innovative teacher?” and “what does it mean to be professional?”