

Friday 21 march

SUMMARY

No adjustments were made to the program. Students and teachers passed the whole day at Gelisim Koleji: the presentation of the prototypes, the feedback of school team, the evaluation of the first IP week and a lecture about motivation took place in the school.

The program

1. Practical arrangements for the day.

2. Introduction

The IP responsible thanked the school for her hospitality and the opportunity they gave the students to work with a real case.

Also **the project** the students were working at during the first IP week was **explained** to the teachers and the management of the school. Starting from the interviews they did earlier during the week, the students tried to identify a problem on which they applied problem solving methods. The presentation of their prototype now to the school was the last step 'the testing phase' of that method. The ideas and suggestions might help to solve the problem. The feedback from the users is very valuable for the students learning process.

3. The presentations of the results of the Turkish country challenge and given feedback:

3.1 Improve the communication between teachers and learning from each other

Students suggest to break down the walls between the different departments, for example make a common workspace where teachers can communicate about all kind of school matters and learn from each others knowledge and skills.

Other options are a kind of knowledge banks one can use in different matters. In overarching projects about every day life topics, teachers can share their expertise, pupils can learn to work together as a team and learn from each other.

3.2 A suggestion box as a start to improve communication between teachers, pupils and the management

Pupils and teachers can drop a short letter about what they see as a problem in a letter box, in an anonymous way. Every problem is accepted and is the start of a discussion between teachers, pupils and management. The solution they come up with is tried out and evaluated during two weeks.

Feedback from the school: this is a practical suggestion. It is possible to start with the letter box. It's a good idea to try things out immediately after discussion.

3.3 Relief pressure from the teachers by students teaching students

The teachers in the homework classes could be replaced by high school students and college students. Pupils could also help each other (peer teaching).

Every one would benefit from this: students would take more responsibility, it would improve the learning process because explaining to each other is the best way of learning. And the teachers workload would be reduced.

Feedback: high school students would like to do it. The system would certainly work. It's a good way to increase the responsibility and teaching is a good way of learning.

3.4 Team building

A cultural day for foreign teachers, a sports-day with all teachers and students and an outdoor day would relief pressure on both students and teachers and would create more connectedness in the school.

Feedback: a cultural day would indeed be helpful for foreign teachers. And the interesting thing about the sports-day is that not only the sport teachers are involved but all the teachers.

3.5 Buddy system

Younger students could get support from older students: their buddies. The parents could get support from buddy parents. Buddies could find support from each other. But it is also important to foresee training and a mentor for the buddies. A musical was part of this prototype.

Feedback:

We already have a kind of a buddy system: the older help the younger ones and they do activities together, but the buddy for the parents is a great idea. This buddy system would also mean less pressure on the school counsellors.

3.6 Motivate teachers to use technology in their lessons.

Applying technology starts from the needs or interests of the students. Students could make suggestions to the teachers. Things like apps can be used and tested in lessons, or outside the school. Teachers could also use communication platforms to share their knowledge.

Feedback: We got a communication platform. But the communication between the teachers about new technology could certainly be improved. Now we apply what we learn in seminars with the help of the IT-department.

3.7 Open school day

Communication between the different partners of the school can be improved by an open school day project. The management, teachers, the students and volunteering parents all work together at the preparation of that day.

Feedback: the school already has a lot of initiatives where they invite future students and their parents for a lot of activities. They have a really good time at this campus. Every one is involved. The difference is that parents are not involved in the preparation. That could be a new option.

Students leave their prototypes at the school.

4. Students got 10 minutes to write down the feedback they got from the school.

5. Evaluation of the presentation and of the past IP week

Mini version of the Delphi-method was used: write two likes and one wish. What helped me learning? You pass your page to the person next to you and that person reads your comment, putting in a line if he agrees and nothing if he doesn't. Afterwards we counted the lines.

6. Presentation on motivation and creativity by Attila

- ***What is creativity?***

- There is no such thing as forced creativity, you are into it or not.
- Original to the creator and that is appropriate to the purpose or goal of the creator.
 - Anything
 - Someone does
 - In a original way
 - To a purpose
- The zero-to-ten test of creativity (From a non-creative to a very creative object) illustrates that nobody is creative on all subjects: you can be creative on one subject, but not at all creative in an other matter.

- ***What is motivation?***

- A driving force that causes and maintains a certain type of behaviour.
- Main types of motivation:
 - conscious and un-conscious motivation
 - Intrinsic and extrinsic motivation

- ***The effect of a reward on motivation***

Research: The hidden cost of reward:

- 6 year old children spontaneously used 16% of their time for drawing. They were given a reward for drawing for a certain time. After the researchers stopped giving a reward, the children only used 8% of their time for drawing;
Conclusion: stop rewarding things that people/pupils anyway like to do.
- Rewards work for mechanical activities. They have an opposite effect for intellectual activities.
- What does motivate?
 - Autonomy
 - Mastery

- Making contribution
 - Purpose motive: purpose maximisers
- ***The effect of a reward on the creative outcome***
 - Extrinsic factors such as expecting evaluation by experts or expecting to be observed, disturb the creative production.
 - Activating the consciousness of your intrinsic motivation for an activity (for example writing a poem), improves the quality of the creative production. Activating the consciousness of extrinsic motivation for an activity doesn't.
- ***Students write a Haiku (see blogs)***
 - Poem, 3 lines
 - Juxtaposition of two images
 - 5-7-5 syllables
 - understated, subtle imagery
 - sensory language

7. Students write their reflections