



Cap sur l'école inclusive  
en Europe



## Pedagogical sheet

### The efficient of using the active -participative method

### "I KNOW / I WANT TO KNOW / I HAVE LEARNED"

### Section of the module /E

**Contact :** AURORA LEFTER

**School :** Centrul Școlar pentru Educație Incluzivă „Elena Doamna” Focșani-Romania

**Website :** [www.cseielenadoamna.ro](http://www.cseielenadoamna.ro)



**LOGO**

#### **General definition and brief description**

Active-participatory methods are an important resource in the design of educational activities as they stimulate and develop cooperative learning (working in pairs or in small groups of students), facilitating communication, socialization, collaboration and collaboration. mutual support to solve problems or explore new themes. This encourages mutual knowledge and integration of children with SEN into the classroom.

#### **Principles and theoretical foundations**

This model of education developed by Donna M. Ogle in 1986 assumes that one starts from the student's previous information that should be considered when teaching new information.

These methods are effective in teaching, and they also develop a range of skills and abilities related to the spirit of tolerance, active listening, decision-making, personal autonomy, responsibility and social participation. , forming opinions and understanding reality. Teaching children with special educational needs, the process of acquiring new knowledge and training cognitive skills is most effective when you are done in small groups, where the active and participatory partnership involved as much as possible. The diversity of methods and techniques adapted to the program, which can be used in training courses in communication skills, communication-reading-writing, knowledge of the environment, mathematics - all this contributes to the optimization of the classroom learning.

#### **Use/Application/:**

First and third degree students, secondary education (10-11 years old)

### How :

The active / participatory method I know / I want to know / I learned involves three steps: accessing what we know, determining what we want to learn and updating what we have learned. The first two can be done orally, depending on the conversation, and the third is written, either during the reading of the text, or as soon as the text is completely filled.

The method consists of filling out a work card, by group or by individual activity.

<b>I know</b>	<b>I want to know</b>	<b>I have learnt</b>

### Why:

The application of this model in teaching is obtained: active reading, increased data retention rate, increased classification ability, increased interest in learning.

Authentic and sustainable learning is achieved by assimilating new knowledge and actively restructuring mental systems. It develops the ability to speak and students have the opportunity to rephrase what they have learned in their own words.

**Instruments** : felts, large sheets of paper, PPT presentations, computer

### Presentation of the methodology

In small groups or with the whole class, what students are already familiar with on a particular subject is being reviewed and questions are asked which are expected to be answered in the lesson.

Students are encouraged to pair and make a list of what they know about the topic to be discussed at that time. In the meantime, we give them a table with three columns: ex. "Time measurement"

<b>I know</b>	<b>I want to know</b>	<b>I have learnt</b>
Which instrument is used to measure time. How many months has a year. What are the seasons of the year? Month corresponding to each season. Months of the year Days of the week How many hours a day. What is the first day of the year? What is the last day of the year?	How to recognize the hours on my watch? How many minutes has an hour? How many weeks has a year? How many days has a month? How many days has a year? At what time does the day begin? What time ends the day?	Recognize the hours on the clock. One hour to 60 minutes. One year has 52 weeks. One month is 28, 29, 30 or 31 days. One year has 365 or 366 days. A day starts at 0 o'clock and ends at 24 o'clock.

Some pairs are invited to tell others what they have written on their lists, and they will write on the board things

that everyone agrees with.

After completing the first column of the chart, students will be asked to ask questions about what they are not sure about. These questions may arise as a result of disagreement on certain details or may be the product of students' curiosity. These questions will be noted in the middle column.

Students will then be invited to read a text. After reading the text, they will come back to the questions they asked before reading the text and noted them in the "I want to know" column. They will check the questions that have answers and these answers will be placed in the "I learned" column. Afterwards, the students check the other information contained in the text and unrelated to one of the questions asked at the beginning and they will note them in the column "I learned".

In the end, students will ask unanswered questions and discuss the possibility of finding sources of answers to these questions.

### **Targeted skills**

- active participation of students in learning;
- increase student motivation for the learning activity;
- self-confidence based on self-acceptance, responsibility;
- develop a rigorous work style that is scientifically applicable in other fields.

### **Evaluation criteria**

- to solve the task and then evaluate the product.
- to value the previous knowledge, by developing them in new contexts.