

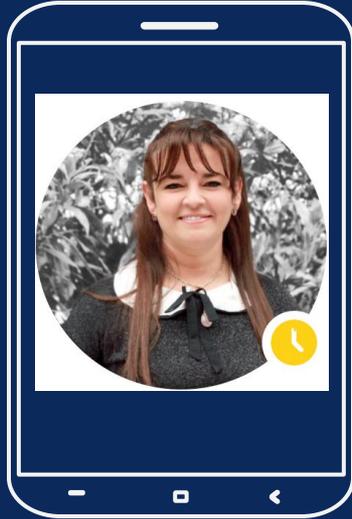


APPLICATION MICROSOFT INNOVATIVE EDUCATOR MIE PROGRAMS – MIE EXPERT

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I am Claudia Patricia Cortés, a Social Science teacher, who works at the German school, Andino Deutsche Schule, in Bogotá - Colombia, with kids from 5th, 7th, and 8th grades. I teach on grades 5th, 7th and 8th composed by 6 classes each grade, with a 2-hour weekly course each class. The topics turn around American and Colombian history and geography inside a worldwide context.



WE CAN USE MICROSOFT TEAMS AND ICT TO COMMUNICATE OUR CRITICAL THINKING

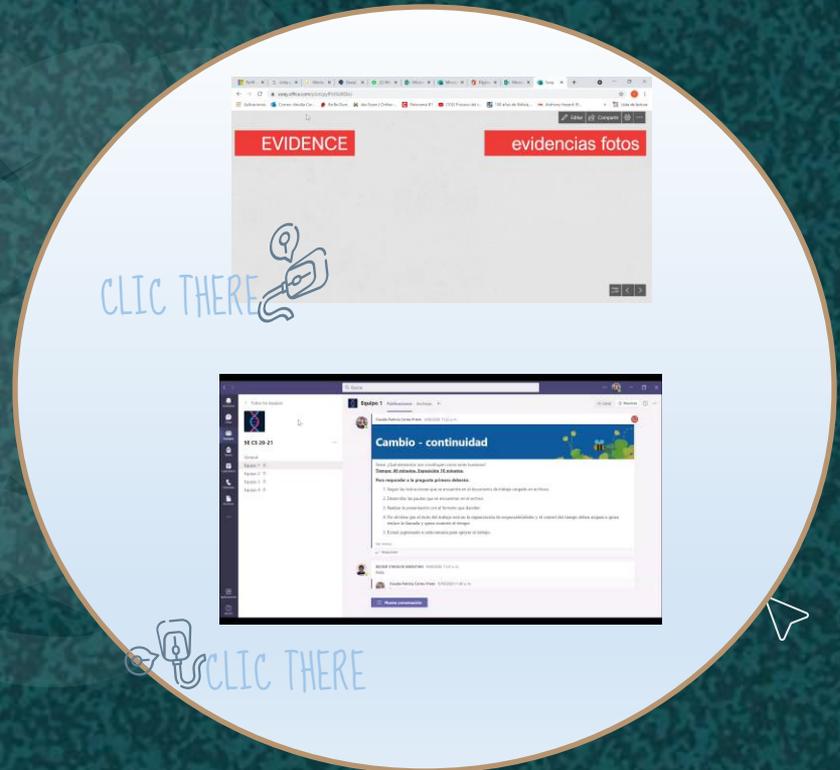
The skills of thinking critically, collaborating, and communicating in so many innovative ways are developed by students in all the classroom, thanks to the accessibility and adaptability provided by Microsoft Teams and the use of ICT for learning.

. Whether it is a hybrid, synchronous or asynchronous class, students develop digital skills related to managing and producing knowledge.

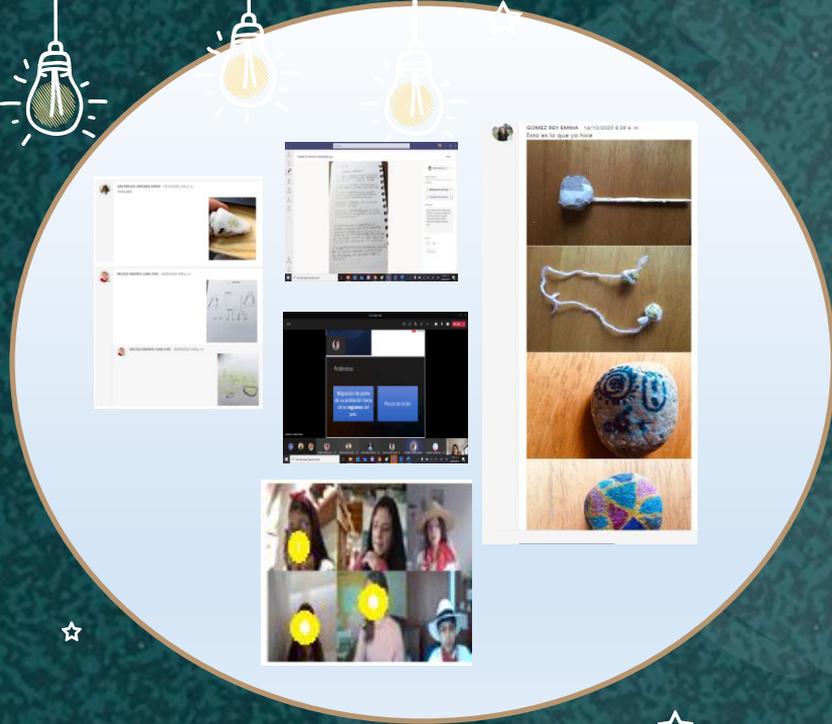
MICROSOFT TEAMS AND ICT TOOLS FOR ACCESSIBILITY AND ADAPTABILITY IN LEARNING

➤ The students develop digital skills through the use of ICT to support social production of knowledge. They required to design and create ICT and non-ICT products to be shared with their peers.

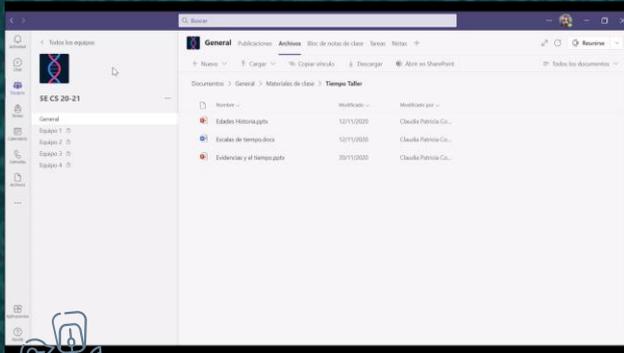
➤ They are required to communicate their own ideas in relation to a concept or issue through the management of shared documents in Word, Share Point; One Note to make wikis or create presentations through mind maps, Power Point, interact with Pear Deck; participate in virtual forums through the channels or evaluate their learning through Forms.



MICROSOFT TEAMS, AND ICT TOOLS FOR ACCESSIBILITY AND ADAPTABILITY IN LEARNING



Students are required to share responsibilities and make important decisions in interdependent work to develop varied short or long term learning activities of which they must present evidence of thinking through the points of view they discover in the use of sources and the interpretation of facts and which they communicate using various means such as chats, posting photos, drawing images and creating videos in which they solve situations that are posed to them and that may or may not relate to everyday life.



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For example, in a virtual fifth grade class about how societies emerged since prehistoric times, students improve learning outcomes by activating their prior knowledge with Pear Deck interactivity. Then they develop collaborative skills through team channels in which they plan, make decisions, select information through sources and integrate them to solve problematic situations, in which they track suggested information on the internet, then contrast the sources they analyze and explain their findings through their power point presentation in which they show evidence.

DIVERSE ACTIVITIES, DIVERSE LEARNING STYLES

In addition, they create a placement in which they apply their knowledge by analyzing the image of what they see, imagine, know and deduce to develop inference skills and their conclusions are communicated through a group presentation in which they know in advance and have elaborated the rubrics with the performance criteria they have helped to adjust.

Formato T-pair

VEO QUE...

- Hay un hombre apuntando en la pared de la cueva marcado con barro y pasto y muchas más cosas.
- Hay cuatro hombres: repartidos la piel de un animal con piedras y más elementos para que no quede nada de comer que no se pueda poner en la piel.
- Hay un hombre haciendo armas con fuego y piedras.
- Hay una mujer y un hombre cocinando como una gallina.
- Hay muchos hombres cazando un Mamut.

IMAGINO QUE...

- Que los que estaban cazando el Mamut lo estaban persiguiendo por días.
- Que los que estaban haciendo fuego tenían frío.
- Que los que estaban cocinando la gallina tenían hambre y le querían dar a sus hijos.
- El que estaba haciendo las armas quería tener más para atrapar más presas.

DEDUZO QUE...

- Los que estaban cazando la piel lo estaban haciendo para una colcha.
- Los que cazaron el Mamut lo mataron porque ya no tenían más comida.

VEO QUE...

Hay un grupo de nómadas, al fondo cazando un mamut, veo también otro grupo tratando de hacer fuego con un palo, otro hace arte rupestre, veo a tres nómadas desgranando una animal. Hay otros trabajando la piedra para hacer armas para cazar animales y poder comer.

IMAGINO QUE...

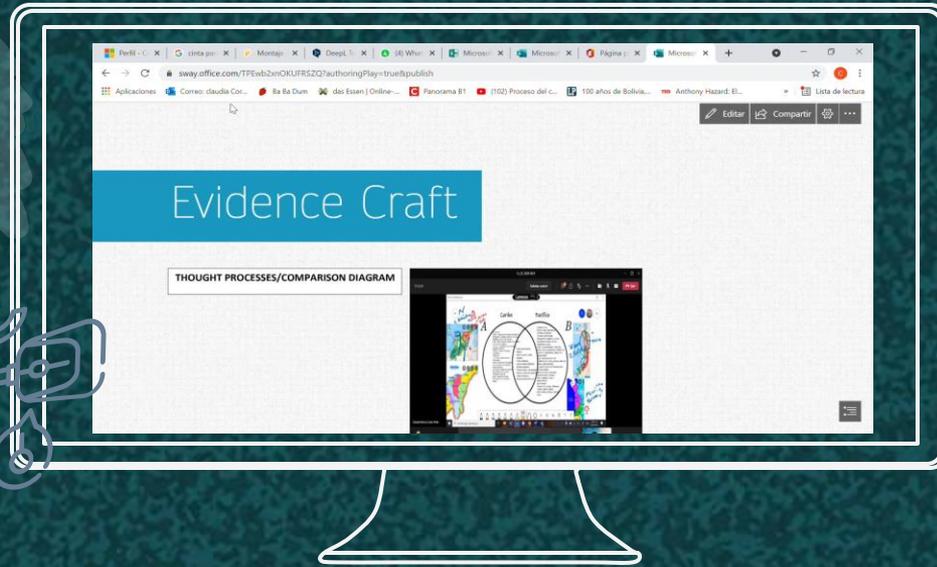
Es un grupo familiar nómada que hacen la vista en un mismo lugar. Cada uno tiene una tarea por hacer. Y que de repente uno de ellos se va a buscar nuevos horizontes porque encontró un campo más fértil, para ser cazadores y recolectores, y así encuentran frutas como Bayas, Cerezas y moras. Entonces toma a sus hijos y lo hace moverse de lugar.

DEDUZO QUE...

No ven a estar en ese lugar por mucho tiempo porque por ser nómadas se cambian de lugar para buscar más alimentos y animales que cazar. Además el clima también los hace moverse a buscar mejores lugares para vivir.

DIVERSE ACTIVITIES, DIVERSE LEARNING STYLES

A VARIETY OF COMMUNICATIVE CHANNELS GENERATE GREATER EMPATHY

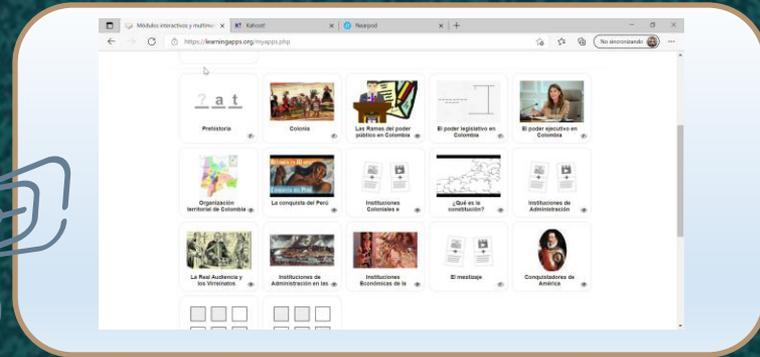


Cognitive learning is reinforced not only with the use of comparison diagrams through a shared whiteboard but also with the development of creativity through the manual exercise of creating objects such as axes, bolas, or lithic tools, which are then shared in the chat through photos. All this can be complemented with some workshops like using some culinary recipe exercise of creating "arepas" to establish connections with the role of corn in the formation of American societies. This means that students are able to make connections, transfer and apply the knowledge they produce in different non-school real-life contexts.

A VARIETY OF
COMMUNICATIVE
CHANNELS
GENERATE
GREATER
EMPATHY

One of the learning goals is to generate historical empathy. Students understand the different views of life within nomadism and sedentary lifestyle, ask questions and pose problems. These activities are relevant, gamification and formative assessment style help, especially when using the information of appropriation of the concepts provided by the Kahoot, learning app, and Nearpod games, at the same time as the assessment through forms. These tools indicate where reinforcements are needed in the process of understanding and formation of concepts.

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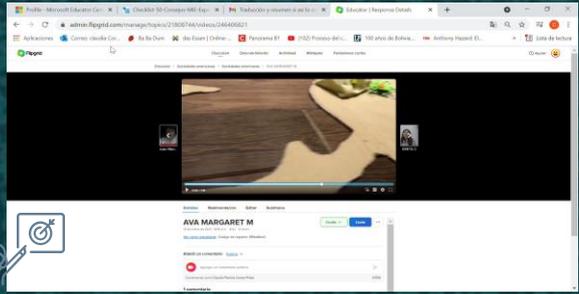
KNOWLEDGE DEVELOPMENT BASED ON CRITICAL THINKING

This sequence of strategies ends with the communication of the construction of their knowledge evidenced in a Padlet App in which the detailed drawings are shown with the different approaches from where the students approach them, and which among them are commented, congratulated and therefore are also proof of the results of the management of the Teams tools throughout the didactic sequence. As an improvement activity for those students who did not achieve good results in inferences and problem solving, it was proposed to them to solve a question using everyday objects through a video in Flipgrid.

TABLET APP



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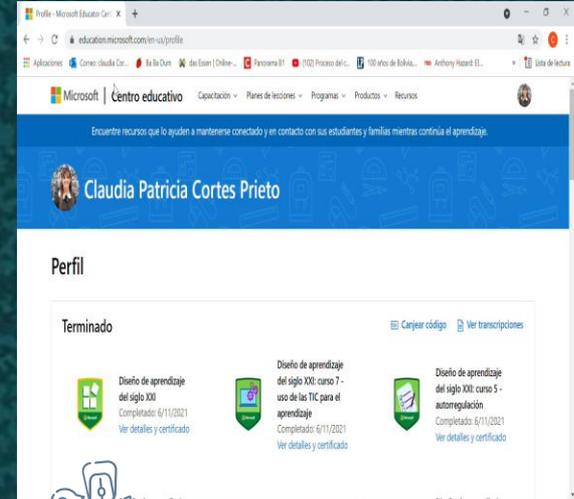
MICROSOFT CONTINUOUS PROFESSIONAL TRAINING AND ITS PROJECTION IN EDUCATION!

1



- * Reinforce knowledge in 21st-century skills
- * We were able to strengthen digital skills and critical thinking.

APPLY THEM IN THE PEDAGOGICAL AND DIDACTIC DESIGN OF CLASSES

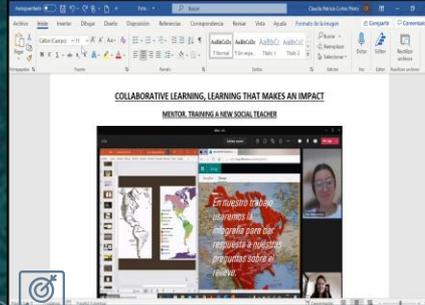


CLIC THERE

COLLABORATIVE LEARNING, LEARNING THAT MAKES AN IMPACT

2

The development of the learning paths for the Microsoft Innovative Educator course I have led with other colleagues of art and German through a meeting called cooperation where we informally exchanged ideas for pedagogical improvement. With the support of the House of training with its training Promotion department, we successfully completed the process



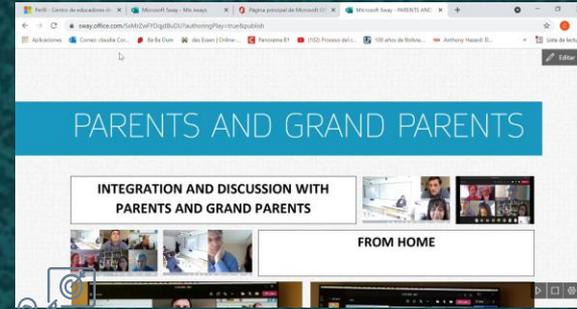
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Similarly, I have led through mentoring to another colleague in teacher training, didactic and pedagogical management, and Microsoft tools in the teaching-learning of Social Science.

COLLABORATIVE LEARNING, LEARNING THAT MAKES AN IMPACT

Part of this learning was projected to involve parents in some activities and a conversation in which grandparents and students participated to tell what their childhood was like in the regions of Colombia. Students prepared the questions while their relatives brought photos and made presentations to support their ideas, and at the same time, the students took notes according to each intervention.



CLIC THERE

COLLABORATIVE LEARNING, LEARNING THAT MAKES AN IMPACT

An added benefit to all this fundamental learning process with Microsoft has been the invitation that was extended to me to participate in a program led by the Ministry of Education of Colombia, called Teachers at Home, to teach critical reading through memes and digital skills that they imply to children and teens who only have access to television to continue their education.



PROGRAMACIÓN JUNIO 2021

RTVC

Todos los capítulos de Profe en Tu Casa se encuentran en RTVC Play

Lunes 31 de mayo ¿Cómo han cambiado los niños y las niñas en la historia?	Martes 1 de junio ¿Las matemáticas son solo números?	Miércoles 2 de junio Captura tu movimiento	Jueves 3 de junio Matemáticas y video juegos	Viernes 4 de junio Matemáticas y herramientas para aprender, para la vida
Lunes 7 de junio Día Festivo	Martes 8 de junio ¿Cuáles son los colores del arcoiris?	Miércoles 9 de junio Las gestas del tiempo	Jueves 10 de junio Los secretos del bosque tropical	Viernes 11 de junio Agroecología
Lunes 14 de junio Día Festivo	Martes 15 de junio ¿Qué sabemos de las arañas?	Miércoles 16 de junio Cuatro renos	Jueves 17 de junio Memes en luz	Viernes 18 de junio Habitats sostenibles
Lunes 21 de junio ¿Por qué nos gustan tanto las TIC y las redes sociales?	Martes 22 de junio ¿De dónde sacan los cocineros ideas para sus recetas?	Miércoles 23 de junio Videojuegos y teoría del color	Jueves 24 de junio Limpiando los mares con ingenio y creatividad	Viernes 25 de junio ¿Qué tanto sabes de los dinosaurios?
Lunes 28 de junio ¿Y a ti qué te apasiona?	Martes 29 de junio ¿Sabes quien soy?	Miércoles 30 de junio Un viaje sonoro: Músicas tradicionales del mundo		

Nota: La programación mensual de Profe en Tu Casa está sujeta a posibles cambios.



CONCLUSION

Offer several communicative channels through Tic and Microsoft... which requires students to connect ideas and discuss them after planned, chosen and integrated the information to an educational product that can be applied or not to different context of the daily life. Critical thinking provides necessary tools to evaluate sources, understand the facts and awareness of your social knowledge

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THANKS!
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Do you have any questions?

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