



Empowering Literacy in Adolescents  
through Creative Engagement with Comics (COMMIX)  
[Project number: 2016-1-BG01-KA201-023657]

# *05: COMMIX Teacher Professional Development Curriculum*

**Prepared by UPIT**



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## 1. Introduction

The ***“COMMIX Teacher Professional Development Curriculum”*** is part of the COMMIX project (Empowering Literacy in Adolescents through Creative Engagement with Comics, ref. no. 2016-1-BG01-KA201-023657).

It is designed to help teachers use the products of the project following a specific rationale.

In the first part the aim of the curriculum will be identified, followed by the structure of the designed curriculum. This part will conclude with the aims and rationale of the COMMIX project, clarifying the context for the design of the ***“COMMIX Teacher Professional Development Curriculum”***.

### *(a) Aim of the Curriculum*

The ***“COMMIX Teacher Professional Development Curriculum”*** has been developed in the framework of the COMMIX project which aims to use comics and interactive technologies to empower learners to become creators of stories (and not passive consumers), support the development of critical media literacy skills and enhance and extend the enjoyment of digital storytelling.

This Curriculum aims at empowering teachers to use interactive comics in education for increasing the school performance of their students. It also provides the necessary material for teachers training that will allow teachers to use effectively the tools and resources included in it.

The ***“COMMIX Teacher Professional Development Curriculum”*** presents the basic outline of the teacher training. This involves the objectives/purpose of training, the Learning Outcomes, the content of the training, sequencing and pacing, and finally evaluation of the learning procedure.

The teacher training will be achieved through three Workshop Modules, of three hours each. Thus, the main target group for these training workshops includes teachers of literature,



science and other subjects, working with students aged 11-16 year old and at risk students.

The trainees (teachers) attending the training programme based on this Curriculum do not need to have any prior special skills or knowledge: the teaching skills a teacher usually has will be sufficient.

The full outline of the three Workshop Modules along with sequencing and pacing for each one can be found at the end of the Curriculum, in Appendix I.

### *(b) Structure of the Curriculum*

This Curriculum comprises of seven parts.

In this part, which is the Introduction, trainers can find the aim of this Curriculum for teachers' professional development, its structure, as well as its rationale which coincide with the rationale of the COMMIX project. In Part 2 there is presented the purpose and objectives of the COMMIX training. The list of Learning Outcomes that are envisaged to be achieved through this training is given in Part 3. Parts 4, 5 and 6 describes the content, sequencing and pacing of the teachers' training, while Part 7 shows how the evaluation of acquisition of new knowledge from the Workshop Modules will be done. In the Appendix 1 trainers can find the outline of each of the three Workshop Modules.

### *(c) Rationale and aim of the COMMIX project*

International studies showed that EU students do not perform well in science, math and literacy skills (PISA, TIMMS, OECD). One of the specific priorities of the school education program is to address the low achievement in basic skills through more effective teaching methods and in particular through projects that foster interdisciplinary approaches and the integration of teaching basic skills such as math, science and literacies by using innovative technology enhanced environments.

The COMMIX project brings together 8 partners from 7 EU countries, who believe that collaboration on using interactive comics in education can have a positive impact, and can substantially enhance the acquisition of skills in literacies, science, and other subjects, and



target students aged 11-16 year old and at risk students. Comics are being acknowledged as important media in promoting literacy and used in education.

EU funded projects like "Boys Reading", "Science Fiction in Education" and "Educomic" have demonstrated that comics can have a very positive impact in education. Even the European Commission used comics and visual stories in some of its initiatives combat racism, because of the strong message images can communicate. The use of comics and interactive technologies can empower learners to become creators of stories (and not passive consumers), support the development of critical media literacy skills and enhance and extend the enjoyment of digital storytelling.

*The COMMIX project envisages* the following objectives and potential impact:

- To combat low levels of literacy and engage at risk students in literacies and academic learning;
- To empower learners to become creators of their own stories (individually or collaboratively);
- To enhance the development of critical media literacy skills and competences;
- To provide innovative pedagogical methods, best practice guidelines, and strategies towards the use of comics, graphic novels, and digital storytelling in education;
- To empower all stakeholders to use innovative ICT-based educational practices and resources in enhancing people's reading attitudes, reading engagement, and reading skills;
- To inspire, guide, and facilitate the use of comics in education by building cultures, and communities through the use of Web 2.0 technologies;
- To implement ways in which technology can support the use of comics in education and engagement in various settings, and for diverse readers.

These objectives are served not only with the creation and wide dissemination of the COMMIX outputs and achievements but also with the implementation of Teacher Training Workshop Modules described in this curriculum.



## 2. Objectives/purpose of the training

This teacher training curriculum is targeted to people and institutions that aspire to train teachers to use the products of the COMMIX project. The purpose of the teachers' training to be achieved based on this Curriculum is to train teachers in effective introduction of comics into their school curriculum and the promotion of literacy skills to adolescents.

More specifically, the objectives of the training are to:

- motivate trainees to use comics in classrooms - focus on what the research says about effective use of comics in education;
- introduce teachers to genre subcategories and specific texts that address the needs and interests of adolescents;
- familiarize teachers with guidelines and ideas on how comics can be used in the classroom and other contexts for literacies development;
- familiarize teachers with suggested sample units and activities for using comics in literacies development;
- overall introduce teachers to the COMMIX intellectual outputs.



### 3. Learning Outcomes

The overall (general) objectives of the training pursued through the COMMIX Curriculum are:

- support teachers understand how comics, books with images or collection of stories with drawings can be used as educational materials within the classes to increase positive results of teaching-learning process;
- make teacher be able to efficiently use COMMIX sample activities and units;
- make teachers be able to use interactive comics to design new lesson plans for enhancing the acquisition of skills in literacies, science and other subjects, and target students aged 11-16 year old and at risk students;
- teach participants (teachers) on how to include interactive, digital comics in their school curricula.

Based on the findings from O1 and O3, the Learning Outcomes have been identified as shown by the list below. Thus, at the end of the COMMIX training, the trainees will be able:

<i>No.</i>	<i>Learning Outcomes</i>
LO1 M1	To understand the COMMIX approach and project
LO2 M1	To understand the COMMIX intellectual outputs and how they can be used efficiently
LO3 M1	To interpret comics as an universal, easy to use, easy to reach (create) tool for education, that can be a facilitator
LO4 M1	To use COMMIX approach to underline the universalism of a comics as a method for all (e.g. mixing story for „hearers“ with picture for “visual” learners).
LO5 M2	To analyse both ways of students’ enhancement - enhance storing and decoding information of students in two ways, on two memory systems: one that involves language (verbal information) and one that involves images (non-verbal information).
LO6 M2	To promote students’ reading & writing skills (foster students’ ability to read and comprehend text)
LO7 M1	To improve literacy levels amongst students (encourage reluctant readers or learners with low levels of literacy)
LO8	To encourage students’ reading engagement / engagement with the language,



No.	Learning Outcomes
M1	increase students' vocabulary
LO9 M2	To present the learning content in an understandable manner
LO10 M2	To facilitate the remembering of the learned content
LO11 M2	To develop the awareness of narrative conventions
LO12 M2	To enable identification of the reader with characters from the comics
LO13 M1	To open a reader's mind to new ways of storytelling
LO14 M3	To develop positive thinking and messages, such as <i>helping others, working to one's best ability, working as a team</i>
LO15 M2	To encourage students to explore different genres
LO16 M2	To develop students' appreciation skills for different literary and artistic styles
LO17 M2	To create attractive learning environment by using different comics-based teaching methods and tools
LO18 M2	To include comics within the national curricula, as a useful didactic tool, challenging the existing barriers i.e. lack of time, obligation to fulfil the curriculum, etc.
LO19 M2	To apply comics and the COMMIX approach as a facilitator of every teaching material, in any discipline, including sciences
LO20 M3	To develop students' problem-solving, analytical, critical and synthetic thinking skills
LO21 M3	To foster students' creativity, imagination, creative thinking, independent learning and reflection
LO22 M2	To address the educational needs of differentiated learners (i.e. students who experience difficulties dealing with classical texts, older students, students with different learning styles or low-reading literacy populations)
LO23	To develop multiple intelligences and students' <i>'meaning making'</i> skills in the





<i>No.</i>	<i>Learning Outcomes</i>
M2	context of multi-literacies
LO24 M1	To engage students in education, capture and maintain students' interest
LO25 M3	To support collaboration, team work and encourage interaction with others
LO26 M3	To increase students' self-efficacy and confidence



#### 4. Content of the training

The content of the training will be structured along the following issues:

- Basic research findings concerning the use of comics in education in European countries.
- Comics as a genre, review of significant texts in partner countries and brief overview so that it can provide examples to each school on possibilities and ideas.
- Basic guidelines and ideas for using comics in literacies development.
- Sample activities and units for using comics in literacies development.
- Ideas and resources for teachers so as to create their own units suitable for implementation in their classroom.
- Location and use of the resources found in the COMMIX package (provided online also, through the project e-learning platform).



## 5. Sequencing of the training

This curriculum comprises three Workshop Modules designed for training teachers on how to use the COMMIX results and outcomes, providing the necessary resources for effective introduction of comics in education. The order of the three Workshop Modules is as follows:

**Module I: *Presentation of the COMMIX Project and familiarization with the COMMIX intellectual outputs*** (face-to-face training, duration: 3 hours)

In this module teachers will get an introduction to the COMMIX project and will learn about the COMMIX intellectual outputs.

**Module II: *Presentation of the COMMIX suggested units and activities*** (online training, duration: 3 hours)

This module will be held online through the project e-learning platform – Moodle based. It will familiarize teachers with the units and activities developed during the COMMIX project. The module offers an insight of the COMMIX intellectual outputs and trainees should offer their feedback towards the improvement of the work presented.

**Module III: *COMMIX implementation in a Problem, Project and Inquiry Based Learning approaches*** (online training, duration: 3 hours)

This module is a practical one and it will be held online through the project e-learning platform. In this Module teachers will be introduced in a Problem, Project and Inquiry-Based Learning approach, in which they will use COMMIX outcomes within given problems, situations and hypotheses, will solve the given contexts and problems by their own - by the help of COMMIX hints, tools and resources - and at the end will be offered with alternative solutions proposed by the COMMIX team.



## 6. Pacing of the training

The total duration of the training will be nine hours. Each Workshop Module will last for three hours. Training could be divided in three days, devoting one day in each module. They can be held either on consecutive days or with a small distance between Workshop Modules (for example every other day). Alternatively if circumstances allow it, the training course could be offered as a crash course in one day (as a suggestion, all modules can be implemented with the occasion of the Multiplier Event to be organised by each partner in its country). Each country and training institution can decide freely about the schedule they find more suitable for their participants (teachers).



## 7. Evaluation of the training

The evaluation of knowledge, skills and competencies acquired by participants through the Teacher Training (as a result of implementation of the three Workshop Modules) will be done through a questionnaire on project e-learning platform, based on Moodle.

However, the design of the Workshop Modules supports the process of evaluating the trainees, through various specific activities: discussions, feedback provided from the trainees themselves, self-evaluation, assessment of materials and results produced by trainees, etc. This way, the understanding and operability of the approached concepts, notions and resources can be assessed and evaluated by a combination of tools that complement each other.

The participants who will complete the training and pass the evaluation will receive a Certificate of Graduation.

A detailed structure of each Workshop Module, along with their duration can be found in Appendix I.

At the end of the teacher training the participants will answer a questionnaire in order to offer their evaluation of the training. This questionnaire to evaluate the Workshop Modules for Teacher Training can be found in Appendix II.



## Appendix I

In this part, trainers implementing this Curriculum can find more details about the structure and content of each Workshop Module. These instructions are complemented by the training materials namely the power point presentations and other didactic resources created for use during the face to face training and also the e-learning platform where the online training will take place (Workshop Modules 2 and 3).

The teacher training will be divided in three Workshop Modules. More details for each Workshop Module are presented below.



## **Workshop Module 1:**

### ***Presentation of the COMMIX Project and familiarization with the COMMIX intellectual outputs***

Duration: 3 hours

#### Workshop Module description:

This module will be implemented face to face. In this module teachers will get an introduction to the COMMIX project and will learn about the COMMIX intellectual outputs, namely:

- Comics as a genre and review of significant texts
- Pool of ideas of interactive technology media
- Guidelines and Ideas for using comics in literacies development
- Sample Activities and Units for using Comics in literacies development



Workshop Module 1 content and sequencing:

## Workshop Module 1: Presentation of the COMMIX approach & project and familiarization with the COMMIX intellectual outputs

### Lesson Plan

**Delivery method of the Workshop Module 1:** Face to face

**Learning Outcomes:** At the end of this Workshop Module 1, the trainees will be able to:

- understand the COMMIX approach and project
- understand the structure of the COMMIX intellectual outputs and how they can be used efficiently
- interpret comics as an universal, easy to use, easy to reach (create) tool for education, that can be a facilitator
- use COMMIX approach to underline the universalism of a comics as a method for all (e.g. mixing story for „hearers“ with picture for “visual” learners).
- open a reader’s mind to new ways of storytelling
- improve literacy levels amongst students (encourage reluctant readers or learners with low levels of literacy)
- engage students in education, capture and maintain students’ interest
- encourage students’ reading engagement / engagement with the language, increase students’ vocabulary

<i>Content of the training (activities)</i>	<i>Timing (minutes)</i>	<i>Materials/ Equipment Required</i>	<i>Assessment/ Evaluation</i>
<p><u>Activity 1:</u> Ice breaking exercise: <b>Draw Your Card</b></p> <p>The trainer implements this exercise with the purpose to achieve specific Learning Outcomes, namely: - to get to know the group;</p>	20 mins	<p>COMMIX O5 - M1_A1.pptx</p> <p>A4 paper for each participant (including the teacher), pens, pencils, whatsoever to draw.</p>	<p>The learners will: - engage in all activities;</p>





<p>- to make the participants to know each other;          - to show that we can use not only words, but also pictures to introduce things, persons or even oneself.</p> <p>The trainer presents the aims of Workshop Module 1 (“COMMIX O5 - M1_A1.pptx”).</p> <p>The trainer distributes A4 papers and pens/pencils to participants and asks them to fold the paper into A5 format and then fold it once again in order to create a name-table for the desk. On the one side of the table all the participants should write and DRAW their name. By “drawing” the name we mean any picture (scene, thing, animal, etc.) that corresponds to their nature (the trainer allocates 5 minutes for this – not more). Then each of the participants (if they are shy, the teacher may be the one who starts!) should explain the picture introducing him/herself. (e.g. <i>Hi, I am Adam, and I draw this scene because I think I am...</i>).</p> <p>At the end of the exercise, the trainer points out that picture was a facilitator to introduce features, and thus it may be a medium to introduce many, sometimes hard to get contents.</p>			<ul style="list-style-type: none"> <li>- interact with the trainer and peers;</li> <li>- answer the questions;</li> <li>- take part in group discussions and team work;</li> <li>- share the results and ideas with other peers/groups;</li> <li>- get feedback from the trainer;</li> <li>- take notes and will log an entry in their learner workbook for each activity that requires doing so, documenting the outcomes and learning from these activities.</li> </ul> <p>In addition to these:</p> <p>The evaluation of the training (Curriculum implementation) will be acquired through <b>one questionnaire on Moodle</b>, which will assess the knowledge, skills and competences obtained throughout all three Workshop Modules.</p> <p>Also, at the end of the training, participants will be requested to provide their feedback upon the</p>
<p><u>Activity 2:</u>          Presentation of the COMMIX project and approach</p> <p>The trainer presents the COMMIX project and approach by using the PPT “COMMIX O5 - M1_A2.pptx”.</p>	<p>15 mins</p>	<p>COMMIX O5 - M1_A2.pptx</p> <p>Training venue with space for breakout sessions;</p> <p>Projector and Screen/ suitable blank surface;</p>	



		Laptop/ desktop as appropriate;	three Workshop Modules through the questionnaire available within Appendix II of the COMMIX Curriculum.
<p><u>Activity 3:</u> Brainstorming on using comics in teaching-learning process</p> <p>Based on the presentation done within Activity 2, the trainer stimulates a brainstorming among participants by using the details (scenario) provided in “COMMIX O5 - M1_A3.docx”</p> <p>At the end, the trainer will write on the board or flipchart the conclusions of the brainstorming.</p>	30 mins	<p>COMMIX O5 - M1_A3.docx</p> <p>Training venue with space for breakout sessions;</p> <p>Flipchart, flipchart papers, markers.</p>	
<p><u>Activity 4:</u> Presentation of the COMMIX intellectual outputs</p> <p>The activity is implemented face-to-face, through:</p> <ul style="list-style-type: none"> <li>- PPT presentation</li> <li>- whole group discussion</li> <li>- class/trainer interaction (Q&amp;A).</li> </ul> <p>The trainer presents the PPT (COMMIX O5 - M1_A4.pptx), engages all participants in discussions and allows learners to express their opinion and ideas, stimulates interaction among them and moderates the ‘questions and answers’ session.</p>	15 mins	<p>COMMIX O5 - M1_A4.pptx</p> <p>Training venue with space for breakout sessions;</p> <p>Projector and Screen/ suitable blank surface;</p> <p>Laptop/ desktop as appropriate;</p> <p>Pens and note-taking materials for learners.</p>	
<p><u>Activity 5:</u> Critical thinking: SWOT Analysis of the COMMIX intellectual outputs (provided as a package of materials and resources)</p>	30 mins	<p>COMMIX O5 - M1_A5.doc</p> <p>Training venue with space for breakout sessions;</p>	



<p>The trainer organizes the participants in groups and explains the task: to perform a SWOT analysis of the COMMIX intellectual outputs, based on the afferent worksheet (in annex “COMMIX O5 - M1_A5.doc”). The trainer distributes the worksheet to participants. The groups work either on a flipchart paper or on PCs. After performing the task, all groups display their results (at the flipchart or on the screen) and share their findings in front of the others. The trainer moderates the discussions.</p>		<p>Projector and Screen/ suitable blank surface;</p> <p>Laptop/ desktop/PC-tablets as appropriate;</p> <p>Flipchart;</p> <p>Pens, flipchart papers and note-taking materials for learners.</p> <p>Access to Internet.</p>	
<p><u>Activity 6:</u>        Case study: understand, interpret and apply comics as a teaching-learning useful facilitator</p> <p>The trainer organizes the participants in groups (same groups as before in activity 5 may be maintained, or new groups can be formed).</p> <p>The trainer presents slides 1 and 2 from “COMMIX O5 - M1_A6.pptx”. S/he distributes the Case Study to participants (“COMMIX O5 - M1_A6-1.doc”). The participants perform task 1.</p> <p>The trainer presents slide 3 from “COMMIX O5 - M1_A6.pptx”. S/he distributes Question Sheet to participants (“COMMIX O5 - M1_A6-2.doc”). The participants perform task 2.</p>	<p>50 mins</p>	<p>COMMIX O5 - M1_A6.pptx        COMMIX O5 - M1_A6-1.doc        COMMIX O5 - M1_A6-2.doc        COMMIX O5 - M1_A6-3.doc</p> <p>Training venue with space for breakout sessions;</p> <p>Projector and Screen/ suitable blank surface;</p> <p>Laptop/ desktop/PC-tablets as appropriate;</p> <p>Flipchart;</p> <p>Pens, flipchart papers and note-</p>	



<p>The trainer presents slide 4 from “COMMIX O5 - M1_A6.pptx”. S/he distributes the worksheet to participants (“COMMIX O5 - M1_A6-3.doc”). The participants perform task 3.</p> <p>The trainer thanks participants for their involvement, presents slide 5 from “COMMIX O5 - M1_A6.pptx” and prepares the class for the closure exercise.</p>		<p>taking materials for learners.</p> <p>Access to Internet.</p>	
<p><u>Activity 7:</u>          Closure exercise: <b>Bag, trash bin, shop...</b></p> <p>The participants get three cartoons.</p> <ol style="list-style-type: none"> <li>1) On a first, there’s a man/woman packing a suitcase. There are two balloons: one bigger and of a rectangular shape, and another, smaller, going after the first one of an elliptical shape. In the first, rectangular balloon there are the first words: <i>“I will definitely have to take...”</i></li> <li>2) Second with someone doing clean up and disposing something to the dust bin – with the balloons as the previous one. In the first balloon there are the first words: <i>“I do not need...”</i></li> <li>3) The third with the same balloons but with someone doing shopping. The first words in the rectangular balloon: <i>“I also would like to have...”</i></li> </ol> <p>In the rectangular balloons the participants have to add words thus to complete the sentence, respectively:</p> <ol style="list-style-type: none"> <li>1) the things that they have obtained through the</li> </ol>	<p>20 mins</p>	<p>Training venue with space for breakout sessions;</p> <p>Pictures of man/woman:</p> <ul style="list-style-type: none"> <li>- Packing a suitcase</li> <li>- Disposing thrash</li> <li>- Doing shopping</li> </ul>	



<p>training;</p> <p>2) the things they didn't like in the training;</p> <p>3) the things they needed during the training but they have not obtained.</p> <p>The second, elliptical balloon is for the summary, for the participants' own thoughts about the issue (e.g). <i>"It is good to have such initiatives"</i>.</p> <p>After distributing the cartoons to participants, the trainer asks them to fill in the sentences on each cartoon, as explained above.</p> <p>Then, each participant presents its cartoons in front of the others.</p> <p>At the end, the trainer thanks participants for attending this Workshop Module and for their involvement in activities, reminding that two more online workshop modules will follow, at the end of which they will have to pass an evaluation through a questionnaire on Moodle regarding the whole training and to provide their feedback upon the training through a written questionnaire.</p> <p>Eventually, before closing, the trainer can support participants to already create an account and enroll for Module 2 and Module 3 on-line...</p>			
<b>Total Time</b>	<b>3 hours</b>		



## **Workshop Module 2:**

### ***Presentation of the COMMIX suggested units and activities***

Duration: 3 hours

#### Workshop Module description:

This module will be held online through the project e-learning platform.

In this module teachers will be familiarized with the units and activities developed during the COMMIX project. The module will offer an insight of the COMMIX intellectual outputs and trainees should offer their feedback towards the improvement of the work presented. This workshop concentrates on providing professionals from the education sector (especially teachers and instructors, school principals, educational policy makers) a thorough presentation of educational resources developed during the COMMIX project. Trainees will be offered a pool of ideas of interactive technology media (such as digital tools, comics, digital storytelling, film, multimedia, and Web 2.0 technologies). Moreover, guidelines and ideas for designing learning activities will be presented.

#### Note:

All activities, contents and resources for this Module have been adapted to fit the on-line delivery method, thus the trainers wishing to implement Module 2 according to the content and sequencing from the table below, should guide/support his/her trainees to access Module 2 on-line (on the COMMIX e-learning platform, at: [www.commix-project.eu](http://www.commix-project.eu) )



Workshop Module 2 content and sequencing:

	Activity	Duration
1	Creating an account, logging in and getting familiarized with the e-learning platform and especially with Module 2 (reading the description, the Learning Outcomes, the Announcements)	10 min
2	Comics as a genre and review of significant texts: <ul style="list-style-type: none"> <li>- reading the description</li> <li>- exploring different comic books provided in this section</li> <li>- answering the question in the forum for discussion (Which comic(s) of the list is/are the most useful for you and why?) by posting a reply;</li> <li>- also commenting on the postings of two other participants</li> </ul>	20 min
3	Pool of ideas of interactive technology media: <ul style="list-style-type: none"> <li>- reading the description</li> <li>- exploring some of the digital literacy tools provided in this section regarding the use of mobile devices, Web 2.0 tools, comics, digital storytelling and social media.</li> <li>- answering the questions in the forum for discussion (In your opinion, what is the value of using comics in education? Do you see any benefits in integrating digital tools in your teaching? Do you see any challenges or concerns?) by posting a reply</li> </ul>	20 min
4	Guidelines and Ideas for using comics in literacies development: <ul style="list-style-type: none"> <li>- reading the description</li> <li>- reviewing the material provided in this section (How to apply comics in education)</li> <li>- answering the questions in the forum for discussion (Do you see any benefits in integrating comics in your teaching? Do you see any challenges or concerns?) by posting a reply</li> <li>- also commenting on the postings of two other participants</li> </ul>	40 min
5	Sample Activities and Units for using Comics in literacies development: <ul style="list-style-type: none"> <li>- reading the description</li> <li>- exploring and experimenting with the variety of sample Cross-Curricular units that are provided under this section and gain useful ideas on teaching approaches and ICT tools for science education lessons</li> <li>- creating own teaching unit and submitting it online</li> </ul>	90 min
Total duration		3 hrs



### **Workshop Module 3:**

#### ***COMMIX implementation in a Problem, Project and Inquiry Based Learning approach***

Duration: 3 hours

#### Workshop Module description:

This module will be held online through the project e-learning platform.

This Module is practical. In this Module teachers will be introduced in a Problem, Project and Inquire-Based Learning approach, in which they will use COMMIX outcomes within given problems, situations and hypotheses, will solve the given contexts and problems by their own - by the help of COMMIX hints, tools and resources - and at the end will be offered with alternative solutions proposed by the COMMIX team (via the forum for discussions existing within the e-learning platform).

#### Note:

All activities, contents and resources for this Module have been adapted to fit the on-line delivery method, thus the trainers wishing to implement the Lesson Plan below should guide/support his/her trainees to access Module 3 on-line (on the COMMIX e-learning platform, at: [www.commix-project.eu](http://www.commix-project.eu) )





Workshop Module 3 content and sequencing:

## Workshop Module 3: COMMIX implementation in a Problem, Project and Inquiry Based Learning approach Lesson Plan

**Delivery method of the Workshop Module 3:** Online

**Learning Outcomes:** At the end of this Workshop Module 3, the trainees will be able to:

- To develop students' problem-solving, analytical, critical and synthetic thinking skills
- To foster students' creativity, imagination, creative thinking, independent learning and reflection
- To support collaboration, team work and encourage interaction with others
- To increase students' self-efficacy and confidence
- To develop positive thinking and messages, such as *helping others, working to one's best ability, working as a team*

Content of the training (activities)	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Introduction:</u> To begin this session, the trainer will use a flipchart and marker to lead participants through a short brain-storming activity by asking: What do you understand by the terms: Problem-based learning.</p> <p>Here the trainer writes problem-based learning in the middle</p>	<p><u>30 minutes</u></p>	<p>Flipchart;</p> <p>Markers;</p> <p>Chairs arranged in a semi-circle in the training room.</p>	<p>On completion of this activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Define problem-based learning</li> <li>• Offer examples of how PBL can be used with students.</li> </ul>



<p>of a flipchart sheet and create s a spider-graph with all terms and words mentioned by participants.</p> <p>Trainer then facilitates a group discussion around ‘problem-based learning’ by providing some definitions and examples to the group.</p>			
<p><u>Activity 1: SCAMPER</u></p> <p>Following on from the brain-storm activity, the trainer introduces the following scenario to participants:</p> <p><b>Your school is looking to introduce more comic books into the curriculum and they have asked for your advice on how comics can be best applied to different subject.</b></p> <p><b>Using one of the comics identified in the COMMIX Review of Significant Texts (O2), use the SCAMPER method to develop a lesson plan for one subject in the school curriculum. Identify what content you will omit from the current way you deliver this curriculum and how you will integrate the comic books from O2.</b></p> <p>As participants begin to think through this scenario, the trainer divides the participants into smaller groups and explains that they will use the SCAMPER method to introduce comic books into the school curriculum.</p> <p>The term SCAMPER is an acronym for strategies that students might employ as they try to come up with new</p>	<p><u>45 minutes</u></p>	<p>Flipchart and marker to write the scenario up for the group;</p> <p>Access to the COMMIX Review of Significant Texts (O2);</p> <p>Pens and note-taking materials for participants.</p>	<p>On completion of this activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Use problem-solving, analytical, critical and synthetic thinking skills</li> <li>• Support collaboration, team work and encourage interaction with others</li> </ul>



<p>ideas and alternate endings to comic books:</p> <p><b>S</b> - Substitute <b>C</b> - Combine <b>A</b> - Adapt <b>M</b> - Modify <b>P</b> - Put to another use <b>E</b> - Eliminate <b>R</b> - Reverse</p> <p>Participants will use the above strategies to foster their creative thinking and to test out this activity for use with students.</p> <p>After working in their groups for 30 minutes, the trainer brings the whole group back together and asks representatives from each group to present how they used the SCAMPER method to develop their lesson plan and also to present how they would use/re-develop this activity with a group of students.</p>			
<p><u>Activity 2: Comic Book Colours</u></p> <p>Most comic books use standard colours for their characters – primary colours (blue, red and yellow) for their heroes and secondary colours (green, purple, orange) for the villains.</p> <p>With this in mind, working in groups, participants are asked to use one of the comics identified in the COMMIX Review of Significant Texts (O2) and re-design the characters to</p>	<p><u>45 minutes</u></p>	<p>Flipchart sheets for groups to re-draw the comic books;</p> <p>Coloured pens and pencils to draw the characters;</p> <p>Access to the COMMIX Review of Significant Texts (O2);</p>	<p>On completion of this activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Foster students’ creativity, imagination, creative thinking, independent learning and reflection</li> <li>• Support collaboration, team work and encourage interaction with others</li> </ul>



<p>express if they are heroes or villains.</p> <p>This can include re-developing the ending to the story and changing the role of certain characters in the story (i.e. making a hero a villain, or vice versa).</p> <p>The aim of this activity is to encourage participants to think ‘outside the box’ and to develop their creative thinking and team work skills.</p> <p>Participants are invited to sketch, draw and storyboard their new characters and to present these new characters/ideas to the group.</p>		<p>Pens and note-taking materials for participants.</p>	<ul style="list-style-type: none"> <li>• Increase self-efficacy and confidence</li> </ul>
<p><u>Activity 3: Wood-Pecker Research</u></p> <p>In this activity, participants work on their own to address the statement:</p> <p><b>Using comic books in the school curriculum is beneficial to reluctant readers/ learners who are learning through a foreign-language.</b></p> <p>Using the ‘Woodpecker’ method, participants are encouraged to ‘peck’ away at the problem until a solution is apparent. Working on their own, participants will conduct research online to find 3 reliable sources to support or deny the statement. Participants are encouraged to take up different stances on the problem – with some arguing for and some against the statement.</p>	<p><u>45 minutes</u></p>	<p>Flipchart and marker for trainer to note down the key points from the participants’ presentations;</p> <p>Access to IT equipment (laptops, desktops, tablets, iPads, smart phones, Wi-Fi) for all learners.</p>	<p>On completion of this activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Use problem-solving, analytical, critical and synthetic thinking skills</li> <li>• Increase self-efficacy and confidence</li> <li>• Develop positive thinking and messages, such as helping others, working to one’s best ability, working as a team</li> </ul>



<p>After 30 minutes, the group is brought back together and participants are invited to volunteer to present their sources and their arguments for and against the statement.</p>			
<p><u>Closing session:</u></p> <p>Trainer closes the workshop with a short verbal feedback session and asks participants to provide feedback if the content of the workshop met their expectations.</p> <p>Next the trainers, places the suitcase, letter tray and bin in the middle of the room and gives out cards and asks participants to answer following questions:</p> <ol style="list-style-type: none"> <li>a) What aspects will I take with me in a suitcase, because they will support me in my work with my students?</li> <li>b) What will I place in the letter tray, because I feel unsure at the moment if it will be helpful?</li> <li>c) What will I toss in the bin, because it did not help at all?</li> </ol> <p>Trainer thanks all participants for their contribution to the workshop and closes the session.</p>	<p><u>15 minutes</u></p>	<p>Flipchart and marker for verbal feedback;</p> <p>Box to act as a ‘suitcase’ or a suit case if possible, a letter tray and a bin;</p> <p>Blank cards and pens and note-taking materials for all participants.</p>	<p>At the end of the training, participants will be requested to provide their feedback upon the three Workshop Modules through the questionnaire available within Appendix II of the COMMIX Curriculum.</p>
<p><b>Total Time</b></p>	<p><b>3 hours</b></p>		



## Appendix II

### Questionnaire for the Evaluation of the Teacher Training Workshop Modules

In order to evaluate the quality of the COMMIX Teacher Training Course and help us improve it, please answer the questions below, based on your personal impressions.

For the multiple choice items, please choose only one option for each statement (and mark it by X). For the open items please write your answer in the empty space provided after the question.

The Questionnaire below aims to evaluate the three Workshop Modules as a whole.

*Thank you!*

Please rate your satisfaction regarding the following aspects of the COMMIX Workshop Modules, on the provided scale.

1 – I totally disagree	2 – I disagree	3 – I am neutral	4 – I agree	5 – I totally agree
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Evaluated aspect	1	2	3	4	5
The Workshop Modules corresponded to your needs and expectations					
The agenda of the Workshop Modules was adequate					
The venue of the Workshop Modules was accessible					
The timing of the Workshop Modules (schedule, length of sessions) was appropriate					
The organisation/management of the Workshop Modules was efficient					
The communication during the Workshop Modules was relevant					
The exchange of information was relevant					
The participants were involved in discussions and contributed efficiently					
The training methods used during the Workshop Modules were appropriate and efficient for understanding					
The trainer(s) provided clear explanations					
The provided course support materials/ resources were adequate and useful					
The implemented activities were suitable for the aim and objectives of the training					



Please also answer the questions below:

<i>Question</i>	<i>Answer</i>
Which was the most relevant information you received during the course?	
Which subject/ theme is still unclear?	
How do you appreciate the atmosphere in the class and collaboration with your colleagues?	
Do you have any suggestions/ comments regarding the used course support materials/ resources?	
Do you have suggestions for course improvement?	

*Thank you!*