

## Decoding the Disciplines in European Institutions of Higher Education Intercultural and Interdisciplinary Approach to Teaching and Learning

# MULTIPLIER EVENT AND DECODING THE DISCIPLINES WORKSHOP

## LEARNING AND APPLYING THE METHODOLOGY

Discipline: Laboratory of General Pedagogy. The first year of Annual course. Pre-primary and Primary School Teacher in University Education and Training. Università degli Studi Roma Tre, Italy- By Sandra Chistolini

### MULTIPLIER EVENT – ERASMUS PLUS UNIVERSITÀ DEGLI STUDI ROMA TRE – ITALY STUDENT CONFERENCE Workshop of the students 12<sup>th</sup> March 2018

#### Focus group tasks

- ✓ Introduction of the bottleneck (University student)
- ✓ Definition of the bottleneck (Child)
- ✓ How to solve the bottleneck (Teacher)
- ✓ How the Head teacher can help (Head teacher)
- ✓ The expert gives the evaluation (Expert)



### OPEN A BOTTLE FULL OF THOUGHTS

#### WHO WE ARE? -FIVE HEADS FOR A NECK-

Erica Pichini  
university student,  
Amanda Piersanti  
child,  
Irene Pizzoli teacher,  
Valentina Pontoni  
the principal,  
Marianna Rosa  
the expert.

#### IN CHE PROGETTO SIAMO COINVOLTE?

Decoding the  
disciplines in  
European institutions  
of higher education:  
intercultural and  
interdisciplinary  
approach to teaching  
and learning →  
Progetto UE  
Erasmus +

#### WHY THIS TITLE? «Open a bottle full of thoughts»

This is the purpose of the full-  
formed teacher through the  
Decoding methodology. Infact  
the first of its 7 parts aims to  
identify the bottleneck that  
prevents the student from  
progressing in the construction  
of his knowledge. The  
knowledge should be decided  
to make it accessible to the  
student.

Erica Pichini

### Child: bottleneck's hypothesis in primary school

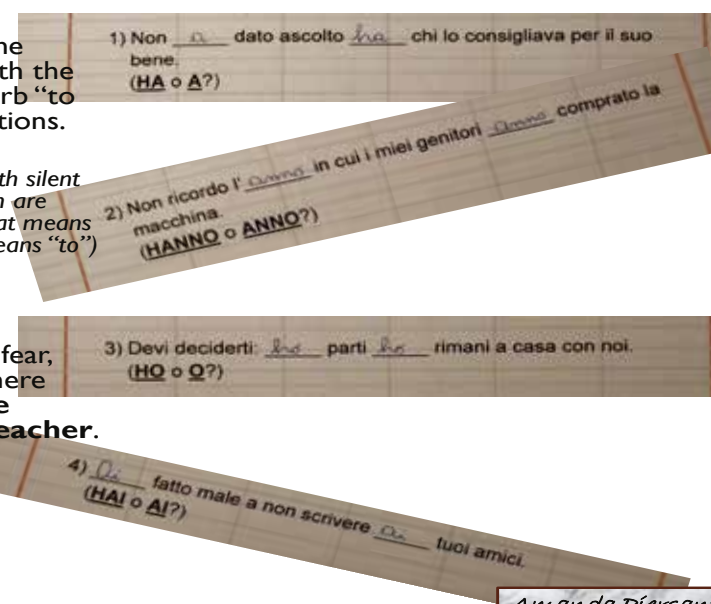
We have imagined our child having some  
problems in writing, in particular with the  
letter **H**, especially between the verb "to  
have" and prepositions and conjunctions.

In Italian the verb "to have" has some forms with silent  
H (such as: "ho", "hai", "ha", "hanno") which are  
easily confused with the conjunction "o" (that means  
"or"), the prepositions "a" and "da" (which means "to")  
and the noun "anno" (which means "year").

The child was also not opened to ask  
questionsto the teacher because of fear,  
shame and sense of inferiority. So there  
was also a block for a **constructive  
relation between her and the teacher.**

#### Our child had two bottlenecks:

- One **grammatical**.
- The other one **psychological**.



### THE TEACHER FACES BOTTLENECKS

#### THE TWO BOTTLENECKS

The teacher is dictating a text to the class (third year). At the time of the  
correction she notices that a child doesn't use the letter **H** in the right way.  
She **can't distinguish «H» from «O»**. She even realizes that the little girl  
never asked for more explanations about this topic because a **significant  
relationship has never been established between each other.**

#### HOW DO TEACHER FACE THE BOTTLENECKS?

##### «HO» o «O»?

□ **H is used for:** *possess something*  
(ho una bambola = I have a doll);  
*express feeling* (ho paura = I am  
afraid); *to do actions* (ho saltato la  
corda = I jumped the skipping rope)  
□ **H isn't used for:** answering the  
questions *where?* (vado a casa = I go  
at home); *how?* (a piedi = on foot);  
*what?* (a Luca = to Luca).

**Doggerell:** ARE, ERE, IRE  
Iacca va a dormire.

##### RELATIONSHIP BETWEEN TEACHER AND CHILD

The teacher tries to share child's  
hobbies by including them during  
teaching activity in order to  
establish a significant relationship  
with the child. Since the child  
loves singing, the teacher decides  
to dictate the text of cartoon  
«Frozen» to the class. This text will  
be included in the finally school  
play at the end of the year.

### POSSIBLE SOLUTIONS TO THE BOTTLENECKS: PRIMARY SCHOOL

Following the issue we found in a primary school class (a child who had a problematic  
relation with her teacher and she doesn't understand the use of the letter «h»), the school  
master intervened in order to help the teacher. The child managed to understand the topic  
thanks to some tests that they did at school. In order to steady the notions she learned and to  
avoid forgetting them, the head teacher agreed to introduce a project that was suggested by  
the teacher: the correspondence among various schools (B. Ciarì «Le nuove tecniche  
didattiche: Edizione dell'asino 2012»). They had to organize the classes in different turns. This  
correspondence consists of letters and beloved objects that were exchanged among the  
students of different schools. During the writing of these letters, the teacher pushes the  
children to create phrases that require the use of the «h».  
The project aims at stimulating and increasing the kids' interest towards creative writing, in  
order to obtain a general improvement of the whole school group. Furthermore, for what  
concerns the relational issue, the head master suggest the teacher to tighten her relations  
with her students, to get to know their interests and to make the educational dialogue more  
lively. That's why the teacher decided to employ the girl's favorite movie's soundtrack  
(Frozen) for the school play.

Valentina Pontoni

### WHAT WAS OBSERVED?

At the beginning it was difficult to let our student-role out and to  
transform ourselves into the teacher, the principal and the child.  
After a lot of realistic problem's hypothesis we founded our  
child's problem: **she couldn't understand the  
difference between «ha» (verb) and «a» (preposition)  
and between «ho» (verb) and «o» (conjunction).**  
Despite the teacher's explication, this grammar difficulty  
hid **child's incapability to ask new explications to the  
teacher** (double bottleneck).  
The teacher, realized child's grammatical problem, after  
having corrected a specific dictation about the use of letter  
H, had replanned this grammatical construction to the  
child and she has prepared some specific homeworks to  
help the child with this grammatical rule, sentences,  
dictation, etc...). To consolidate the new notion the  
principal and the teacher have activated a correspondence  
between different schools to increase child's interest and  
competences in writing.  
To pass the relational difficulty between child and teacher,  
the teacher has decided to include child's personal  
interests into the didactics, using her attention in singing  
and including her favourite song into the ending year  
school play.



### Emotions in the circle of 7 Focus group 12: the worker bees

Chiara Alessandri -> undergraduate  
Maria Grazia Assenza -> child (3rd grade of primary school)  
Ilaria Biondini -> teacher  
Alessandra Caciolo -> head teacher  
Arianna Capati -> expert observer



### Undergraduate "explanation of the methodology"

The decoding the disciplines is a pedagogical methodology, whose purpose  
is to effectively teach a given discipline.

During the teaching-learning process, difficulties may emerge, which are also  
attributable to "obstacles", which are called bottlenecks (literally bottlenecks,  
which prevents the content from going out all at once).

For a primary school teacher, decoding becomes a discipline that allows:

- communicate with the child, bringing out the bottlenecks;
- to ask and reflect on the method used and on what the child has to say,  
contextualizing the difficulty presented;
- decoding the problem, through interaction / reflection / comparison  
with other teachers and with the head teacher;
- identify, implement and verify strategies.



Alessandri Chiara

### THE CHILD Bottleneck: table of seven.

At the time of mathematics during the course of  
an exercise, the teacher realizes that Maria Grazia  
is left behind.

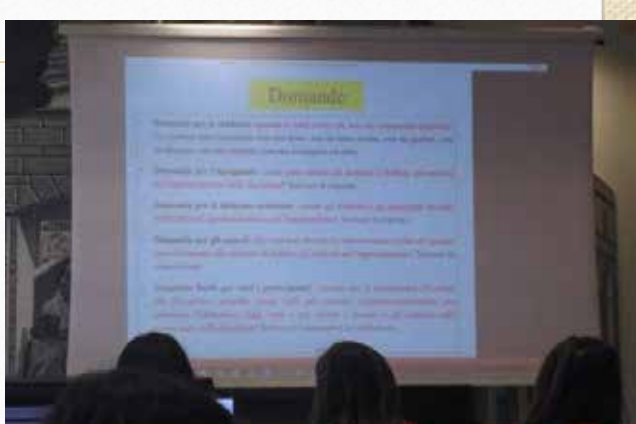
Question: "Teacher I can not learn the table of 7?"

Assenza Maria Grazia



### The teacher

- The teacher realises that a child has some  
difficulties after the course of an exercise  
related to the carrying out of 7 table. She  
interacts with the student to understand the  
bottleneck and then she asks herself about the  
motivation of the obstacle. She tries a first  
energy to explain a second time the subject to  
the student but the problem persists. The  
teacher develops a procedural, epistemic,  
predicament and emotional analysis. She faces  
with the head teacher and she thinks about  
some strategies suggested by the head teacher.  
She applies the strategies and then she verifies  
the application of these, she proposes for a  
second time the same exercise. The teacher has  
a feedback with the student and her family.



### The executive

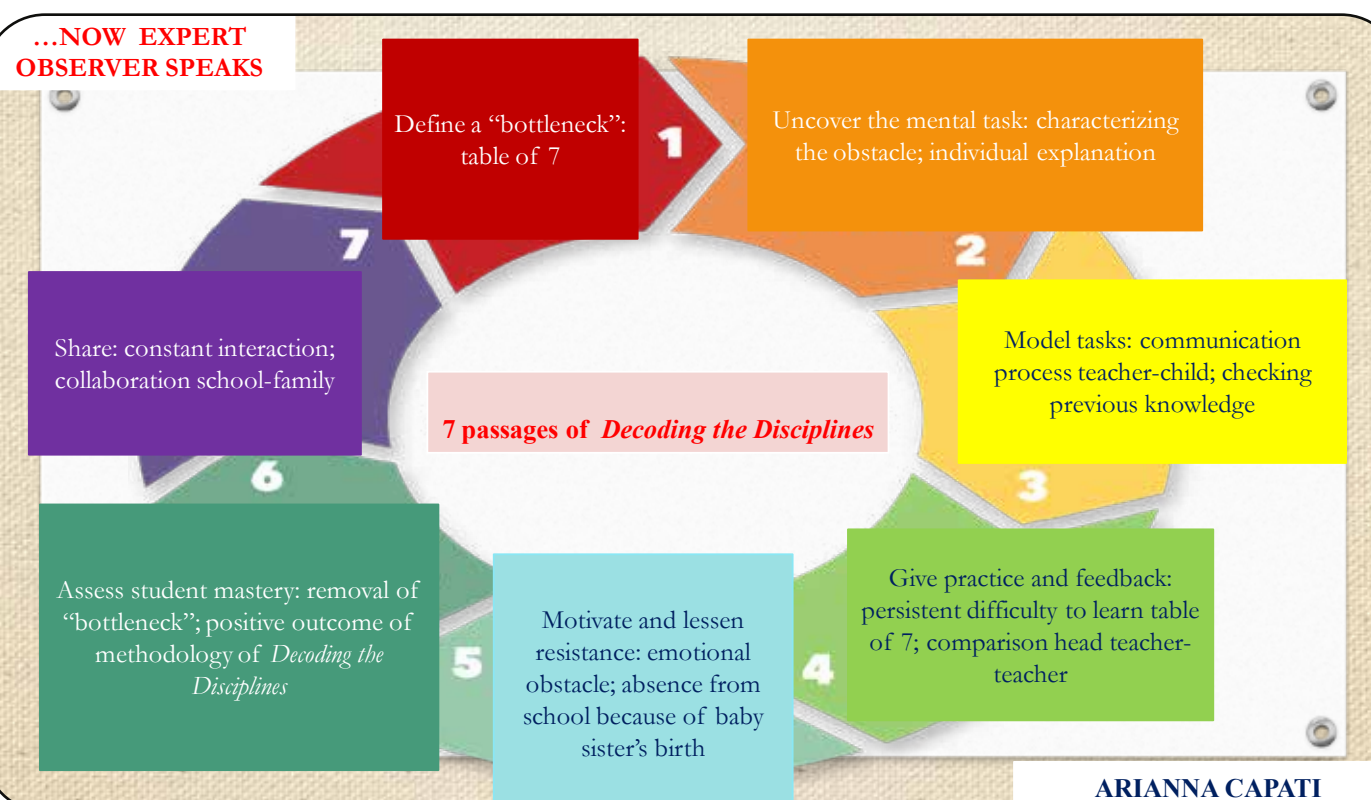
#### «Interaction between body and managers»

#### Suggest strategies to the teacher :

- conversation with the child regarding the emotional experience of  
the moment;
- convocation and interview with parents;
- comparison with a colleague of the same discipline;
- use of educational tools;
- mathematics laboratories in the computer lab.



Caciolo Alessandra



ARIANNA CAPATI

### PROJECT DECODING THE DISCIPLINES

GROUP 14: L.C.C.D.L

PROJECT:  
Sampey lies and bottleneck



Fares Lella: Student  
Fierro Luca: Child  
Gabrielli Corinne: Teacher  
Mairi Daniele: Dirigent  
Miozzi Chiara: Expert

### Bottlenecks

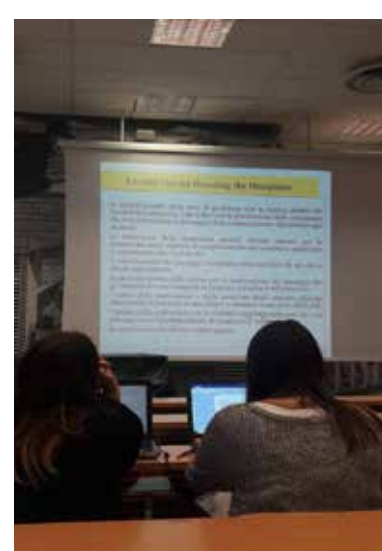
These are the so-called "bottlenecks" that are encountered in the teaching /  
learning process. They can cover both the teacher and the student and meet in  
any discipline.

It affects the specific discipline without  
overlapping or confusing one with the other.  
It is about what students have to do and not  
know, doing and not knowing, because concepts  
come from mental operations.

The steps necessary for understanding the task  
must be made visible.

It is a decoding process composed of seven  
stages:

- 1) identification of bottlenecks
- 2) definition of mental operations
- 3) modeling of steps
- 4) actions and feedback
- 5) motivation and affectivity
- 6) analysis of mastery and evaluation
- 7) sharing



### The child and the bottleneck

The Sampey child attends class III of primary school

On Monday morning he tells the teacher he hasn't done his homework.

A part of the conversation reported here:

"Sampey: Teacher, I haven't done my homework.  
Teacher: All?  
Sampey: Those on the adjective.  
Teacher: why didn't you make them?  
Sampey: I didn't have time and  
I needed a lot for those"



From the teacher's questions emerges the child's difficulty in recognizing and  
using the adjective.

During the conversation in class on the adjectives the child properly uses the  
adjective but when he must conceptually discriminate what an adjective is  
and writing it down or doing the homework emerges the difficulty.

### The Teacher

The teacher reassures the child and tells him that just in the morning they  
would reface the discourse on adjectives

Through a group discussion, she asks the children individually to describe  
their favorite character by following the instructions given with the example  
herself described on the giraffe with the help of the LIM and reminding that  
the adjective answers the question "How is it?"

Then he asks to write the adjectives used and put them in the cover of  
adjectives

The teacher adopts the strategy of constant and repeated exercise at home  
and in the classroom in the form of a game to check if the problem is actually  
only that of not being able to transfer the concept in practice for lack of  
mastery of the same

The teacher applies the "Decoding" strategy to tackle the problem

### The Head Teacher

#### The role of Head Teacher in Italy

The figure of the Manager is of primary  
importance within a school structure. The  
essential task that it carries out is that of  
control (school and financial security) e  
responsibility. In this sense, everything  
that happens inside of the structure is  
more or less connected directly to the  
figure of the Headmaster. Each school has  
a degree of autonomy respect the  
standard school laws and it is a task of the  
principal outline and change, according to  
the needs, these laws adapting them to  
the school. It is also responsible for  
managing resources financial,  
instrumental and service results. It must  
also organize all the school activity  
according to criteria of efficiency,  
effectiveness and safety. He also assumes  
the role of owner in relationships external  
trade unions.

#### The Head Teacher in our laboratory

In our project, the teacher is in difficulty respect to a  
situation purely scholastic in which a student had  
difficulties of understanding about a lesson in the  
classroom. The teacher's task, in a deontological sense,  
is to respond as far as possible to the problematic  
emerged directly with the subject: the student. In the  
event that the cause of the problem is revealed  
external to the class or in case it should request careful  
analysis, the teacher can contact to the Scholastic  
Director. The latter must provide all the tools a  
provision of the school to find a solution to the problem  
according to the spirit of effectiveness research and  
school efficiency. The Manager must therefore provide  
practical means (Whiteboards more extensive, LIM,  
Computer, laboratories, promote the organization of  
external visits and also external professional figures  
such as psychologists). In this case the teacher,  
however, was competent and after an interview with  
the headmaster he decided to adopt a different  
teaching technique, solving the problem with relative  
facility.

### The expert

The expert, after careful listening and observation of his group and their  
speeches aimed at the resolution of the bottleneck taken in consideration,  
reports everything on paper by reworking the entire work done together.

#### Considerations:

The university student (Lella) was able to fully explain the concept of  
bottleneck to all the participants.

The child (Luca), totally playing himself in the role assigned to him,  
proposes a simulation in which he will present his problem to the teacher  
through an exhibition carried out directly in the first person.

The teacher (Corinne), to solve the difficulty encountered by her student  
Sampey proposes ideas that will eventually have effectiveness, such as the  
use of the LIM, the cards and colored tables to better memorize the  
concept.

The dirigent (Danielle), also playing in his role, after listening to the  
teacher's thesis, agrees with her on the methods used.

