



GUIDELINES FOR THE DEVELOPMENT OF TEACHING AND LEARNING UNITS

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A) INTRODUCTION

GENERAL OBJECTIVES

The network of NGOs, schools and university researchers triggered by the European Project "*Critical review of the historical and social Disciplines for a formal education suited to the global society*", despite the specificity of the contributions and visions coming from different countries, plans to propose:

- a *Vision* on the educational purposes of school teaching
- a *model of teaching and learning* that embraces the interconnections between learning goals, curricular based knowledge, methodology and evaluation skills
- a *System of Quality Indicators* in support of educational goals and consistent with the educational model reference

For practical approach to these objectives, the European network has been equipped with guidelines for the development of units of teaching and learning (TLU) in the knowledge that ***the TLU are a key tool in spreading a new culture of teaching.*** Through them, the theory gives

orientation for the daily work of teachers

EDUCATIONAL PURPOSES

The aim of the project, financed by the EC is the development of global citizens, through a process of teaching and learning allowing for:

- the development of the concept of global interdependence based on global responsibility and personal commitment; acquisition not merely theoretical, but a basis for initiating collective and concerted actions, based on the full participation of all citizens, aimed at the eradication of unjust social systems and combating social exclusion;
- the subsequent overpassing of restricted and ethnocentric attitudes, behavior and policies in favour of international policies more equitable and of a sustainable development on economic, social, environmental point of view, based on human rights approach.

OPERATIONAL TOOLS

Within a vision of high-profile about education purpose, the European project *"Critical review..."* has the challenge to structure the practical tools which permit these propositions to be translated into operational reality in European schools.

Teachers, a key figure of the educational activity, are now burdened with tasks that have more to do with a technical culture of the mold and administrative business management than they have to do with reflections on education, on teaching the disciplines, on the role of school within a rapidly changing world.

In the knowledge that these organizational and cultural barriers can be a powerful brake on innovation and redefinition of the Education purposes, ***the NGOs, partners of the European project, elect the form of units of learning "alternative" as a lever to enter a process of change in aims and tools of teaching.***

Units of Teaching and Learning constructed according to new principles, supported by a reflection on the educational model of reference and assessment tools can be adapted to the different organizational scholastic framework carrying a proposals innovative and at the same time experienced by teachers as accessible and useful both on a theoretical level, both on the complex plane of everyday work in the classroom.

PART B) OPERATING GUIDELINES FOR THE CONSTRUCTION OF THE UNIT OF LEARNING

THE STRUCTURE OF UNIT OF LEARNING

Each unit of learning (TLU) made by the working groups within the European project will develop a theme among those identified at the end of this document through a structure divided into the following points:

- an introduction which makes explicit the conceptual map (see below, feature 5) and learning goals
- a text consisting of 10-20 pages written more associated images (maps, photographs, drawings, graphics ...) explaining the thematic background
- interactive learning exercises for students
- bonus materials to deep the theme
- Conclusion about the learning process (final evaluation)

FEATURES

Each unit of learning (TLU) must be designed according to an embodiment in the class for a period of time comprised between approximately 4 and 10 lessons. For the design of each TLU will be necessary to take account of a series of characteristics consistent with the approaches adopted by Scientific Committee of the project.

1st Feature: Interscalar dimension.

The interscalar dimension approach is inspired by one of the most important pedagogical concepts theorized by the philosopher sociologist Edgar Morin: *"It is necessary to promote a knowledge capable of grasping the fundamental global problems and to inscribe in them in the partial and local knowledge. This is a major problem and always misunderstood. "*

In the practice of the "Critical review ..." each of the themes through which to build TLU (for them see the end of the document) is likely to be developed on both the size of the World level and on the lower dimensional levels (continental, national, local) The scheme adopted by the Scientific Committee illustrates some examples..In the design of the TLU will be necessary, however, keep in mind three principles:

- a) The dynamics of the lower dimensions are fully comprehensible only by understanding macrodynamics of the higher (eg. individual dimensions in the national migration trends of the 90s, and 2000 can be grasped only in a partial and distorted way, a more complete understanding can be only captured going up in size and inserting the dynamics of migration in the context of socio-economic inequalities on a global scale);
- b) any lower level still retains its specificity and is not fully reducible to what happens at the top

level (remaining in the example above: the socio-economic inequalities on a global scale affect all the story of immigration in several European countries, but into the internal dynamics of this general common trend, each national story maintains its specificity)

c) the recurrence of the theme in strictly local dimension should be stimulated, but not developed within the TLU. This type of work can in fact be a good opportunity for research that teachers can play with the class, linking the macro-dimensions of the issue dealt with a local micro dimension, close to the experience of individual students. NB The experiential approach should be the starting point to introduce the topic to the class, afterward it should be possible to frame it in the wider dimensions.

2nd feature: Disciplinary bridging

Each of the themes mentioned in the end of the document, by its nature has elements that relate to the dimension of time (historical change), space (geography), the material conditions of survival (economics). Also in this case the scheme adopted by the Scientific Committee already illustrates some examples of possible interdisciplinary approach.

3rd feature: Methodology

Respect for the different learning styles and the active involvement of students requiring construction of TLU that provides on the one hand to use a variety of teaching tools (not just written text, but also maps, charts etc.) and at the same time stimulating and leave ample space for individual and collective student interactivity (i.e. social learning form: moments of simulation, research based on problem solving, building maps and charts etc.).

4th feature: the succinctness

The TLU can not contain the entire knowledge on the subject and its design must aim to offer not a never-ending list of content and skills, as ***a concise and powerful narration***. Concise because it must be able to grasp the basic concepts, *powerful* as capable of stimulating questions for further study: research on causal mechanisms, research on the consequences, connections with the experience of the students etc..

5th feature: for teaching concepts and model of the cognitive constructivist

The teaching method of reference that summarizes and substantiates all the speeches mentioned above is the model of the cognitive constructivist. Leaving to other sites the detailed model analysis, here they are introduced some operational ideas on which it is appropriate to focus in preparation of un'TLU.

In the typical process of teaching concepts, described in the table below, the central elements are

the **conversation with students** (to detect their naive knowledge on the issue), and the drafting of a **concept map** that is a set of concepts (unit of thought) arranged in a logic capable of grasping the fundamentals of the topics covered and to manage the complexity. The teacher after assessing the so-called "cognitive matrix" to introduce students to the concept, consider the "distance" that separates them from the expert knowledge about the subject may processes teaching in order to reduce the " gap "between spontaneous and naive knowledge (those in the students) and expert knowledge (those in the relevant scientific community).Very important is the graphic representation of concepts for the benefit of the students for a) the effective acquisition of the concept in question, b) the support of learning ability, memory and reasoning, c) the developing of the same ability to conceptualize and to use graphic elaboration of conceptual schemes.

SOME EXAMPLES OF SUGGESTED TOPICS FOR THE DEVELOPMENT OF THE TLU:

- 1.Time of crisis (1929; 1973-79; 2008)
- 2.Migration today and in history.
- 3.The global citizenship
- 4.The development between economy, environment and society planetary.
- 5.The cultural globalization (internet, culture, food, etc..)
- 6.The North-South imbalance (economic colonization, decolonization and neocolonialism)
- 7.The globalization (today and in history).
- 8.The need-to-resource difficult relation (pollution, climate change, new energy sources, biodiversity)
- 9 .The difficult path of Human Rights in history