

## Project “Activating Students in Online Classes” 2020-1-PL01-KA226-HE-096358

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### 1. Demo scenario title Aging: of Polish society

### 2. Year of the beginning of implementation: 2022

### 3. The aims of class:

1. Students consolidate their knowledge about the aging of Polish society.
2. Students become aware of the challenges related to changes in Polish society.
3. Students deepen their ability to work in a group.

### 4. Substantial description.

#### 4.1 Reasons to decide to use and apply a flipped methodology

- Developing independent students' thinking.
- Developing students' critical thinking.
- Increasing their capacity for solving problems.
- Improving communication with students.
- Increasing interest to the given course.
- Applying knowledge in practice.
- Providing more time for active learning activities.
- Developing spirit of cooperation among students.
- Restructuring the course.
- Consolidating students' knowledge about the aging of Polish society.
- Developing the spirit of cooperation among students.
- Deepening students' ability to work in a group.

#### 4.2. Support materials or assignments for the pre-class activities

Students prepare for the class by:

1. Watching a lecture recorded for them. Link:
2. Reading a presentation in Prezi: [https://prezi.com/p/f9ubng49ba\\_2/?present=1](https://prezi.com/p/f9ubng49ba_2/?present=1).
3. Reading the GUS report. Link: <https://stat.gov.pl/obszary-tematyczne/ludnosc/ludnosc/ludnosc-stan-i-struktura-ludnosci-oraz-ruch-naturalny-w-przekroju-terytorialnym-stan-w-dniu-31-12-2020,6,29.html> [Polish].



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Teacher sends links to materials in a team conversation in MS Teams.

### 4.3. Activities during the class

Class is held in real-time. The teacher starts a meeting in a team created for the needs of MS Teams class.

#### 1. Work in small groups: **Mind map.**

**Description:** The teacher divides the students into five new groups. Students in groups discuss and choose the ten most crucial information they have remembered from the lecture they saw and the article they read. While working, students can open the article or the lecture on their mobile devices. Each group creates its own on-line mind map (<https://www.mindmup.com/>), the theme of which is an aging of Polish society.

How to do mind map: <https://mindmapsunleashed.com/how-to-mind-map-with-tony-buzan>.

In the second part of the exercise, groups of students present and discuss their mind maps.

**Duration:** 25 minutes.

#### 2. Small groups exercise: **Edward de Bono's 6 Mind Hats.**

**Description:** Edward de Bono's Six Thinking Hats Method is a tool that organizes the analysis of a given problem. Each Thought Hat has a different color, and the colors are a metaphor for different ways of thinking. When the participant puts on a hat (literally or only in the imagination), he starts thinking in a way that corresponds to a given color.

White hat – facts: He/she collects information – numbers, data. He/she works like a computer doesn't give any feedback. Cool logic reigns. He/she collects data, systematizes, and supplements.

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Examples of white hat statements: I know that, I have information about, I learned that

Red hat – emotions: He/she is driven by emotions, feelings, hunches, intuition, taste, aesthetic preferences, and other types of sensations that are difficult to explain. Feelings expressed "hot" without the need to justify them.

Examples of red hat statements: When I think about ... feelings arise in me, It arouses emotions in me such as, I have mixed feelings.

Black hat – pessimism: He/she sees things in black. He/she looks for flaws, shortcomings, and shortcomings. He/she has reservations. He/she focuses on weak points.

Examples of black hat statements: of the black hat: I have to criticize, The obvious drawback is, It should be pointed out that.

Yellow hat – optimism: He/she sees things through rose-colored glasses. He/she looks for advantages, strengths, and benefits. He/she is positive. Absolute enthusiast.

Examples of yellow hat statements: The undeniable advantages are, Benefits that are difficult to overlook are, The advantages could be multiplied, just to mention.

Green hat – opportunities: He/she looks for original ideas and innovative solutions. He/she thinks creatively. He/she runs away from the usual answers, known paths. He/she goes beyond the templates. He/she looks for alternatives.

Examples of green hat statements: Let's assume that, What if,, It seems like a great idea.



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Blue hat – process analysis: He/she is the conductor who presides over the discussion. He/she controls the course of the meeting. He/she ensures compliance with the rules of the game. He/she eases disputes. He/she collects information and creates a comprehensive picture of it.

Examples of blue hat statements: The next step will be, Now the voice will take place, So, to sum up.

Source: <https://kreatywnapedagogika.wordpress.com/2017/12/02/6-myslowych-kapeluszy-edwarda-de-bono/> [Polish].

The teacher divides students into five new groups. The teacher gives each of them a randomly selected hat (white, red, black, yellow, green). Then, students in groups look for arguments for discussion in the spirit of a randomly selected hat and appoint one or more speakers. The teacher (blue hat) moderates the discussion of groups of hats on: **Aging society – opportunity or threat.**

**Duration:** 20 minutes.

### 3. Small groups exercise: **Brainstorm.**

**Description:** Students in groups come up with solutions that should be taken in Poland to reduce the aging of the society. They write them down, and in the second part of the exercise, they present and discuss.

**Duration:** 10 minutes

### 4. Individual exercise: **Elevator pitch.**

**Description:** Each student chooses one of the solutions proposed during the brainstorming session and prepares a 30-second speech. Elevator pitch (or elevator speech) is an “elevator speech” – a term created in the United States, describing a short, usually several dozen seconds long, presentation of a person,





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company, project, service, or product. It must, above all, be concise and persuasive. Then the students deliver their speeches.

About this technique: <https://www.mindtools.com/pages/article/elevator-pitch.htm>.

**Duration:** 30 minutes.

### 5. Individual exercise: **What do I remember?**

**Description:** At the end of the class, they take turns talking and telling what they remember most during the class. It might be facts about the population, or it might also be their impressions of working in groups, etc.

**Duration:** 5 minutes.

### 4.4 Post-class activities during the class (Q&A session, discussions on the students' homework and their responses to the questions, small tests, etc.)?

1. After class, students will take a quiz on the Kahoot platform. The questions in the quiz concern the aging of Polish society (<https://create.kahoot.it/share/society-in-numbers/f9589b9b-1743-46bb-8b2d-d051b24d41a3>).
2. After the classes, a Q&A session will be held in the team formed at MS Teams. Students will have the opportunity to ask additional questions about the aging of Polish society. Then the teacher will answer the questions asked.
3. After the class, students will write an essay on consequences of changes in society in Poland (e.g., A4 page, Times New Roman, 12).
4. After the class, students will write down ten facts on the virtual whiteboard Explain Everything, their opinion, essential facts about the aging of the society in Poland (<https://explaineverything.com/>).
5. After class, students write down keywords related to aging in a team conversation in MS Teams. Everyone writes 5.



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After class, the teacher in a team conversation in MS Teams links to individual exercises. Students post essays to Files in a team in MS Teams.

### 5. Innovative teaching methods used within the flipped classroom.

5.1. *Each demo scenario be required to demonstrate innovative methods.*

- Recording mini-lecture in video format.
- Working in small groups: Mind map, Edward de Bono's 6 Mind Hats, Brainstorm.
- Individual excersises: Elevator pitch, What do I remember?.
- After class indiviudal excersise: Kahoot quiz, Q&A session, essay, ten facts, keywords
- All the materials are available online.

### 6. Online tools used within the flipped classroom.

6.1 Microsoft Teams.

For the course, a team will be created in MS Teams. Its members will be students and a teacher. It will serve as a place of communication between students and the teacher.

6.2 Other online learning platforms such as:

- Prezi software ([www.prezi.com](http://www.prezi.com)),
- Mind map (<https://www.mindmup.com/>),
- Kahoot (<https://kahoot.it/>),
- Explain everything (<https://explaineverything.com/>).

7. **Impact on the outcomes of a particular group of students/teachers** (individual teacher's conclusions).

7.1. What are the teacher's conclusions on using the flipped method in terms of its effects on students' learning?

- having more time in class to deepen the student understanding,
- more personal interaction with different students – more or less advanced,
- improved communication with students,



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- establishing a deeper relationship with students,
- adjusting the pace of classes to the needs of all students.

**7.2.** How the students' opinions were collected – through quantitative questionnaire, focus groups, etc.?

### **Class is evaluated.**

The evaluation of the classes will take place in the Mentimeter application. The teacher will send the students a link to the evaluation survey in a team conversation in MS Teams: <https://www.menti.com/amfiytusam>.

### **8. Links to the website and any material related to this activity** (visual, text, others).

[https://prezi.com/p/f9ubng49ba\\_2/?present=1](https://prezi.com/p/f9ubng49ba_2/?present=1)

<https://stat.gov.pl/obszary-tematyczne/ludnosc/ludnosc/ludnosc-stan-i-struktura-ludnosci-oraz-ruch-naturalny-w-przekroju-terytorialnym-stan-w-dniu-31-12-2020,6,29.html> [Polish]

<https://kreatywnapedagogika.wordpress.com/2017/12/02/6-myslowych-kapeluszy-edwarda-de-bono/> [Polish]

<https://www.mindmup.com/>

<https://mindmapsunleashed.com/how-to-mind-map-with-tony-buzan>

<https://www.mindtools.com/pages/article/elevator-pitch.htm>

<https://kahoot.it/>

<https://explaineverything.com/>

<https://www.mentimeter.com/>

### **9. Contact details**

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