



Erasmus+



# IO3 - TE-Con3 Lesson scenarios and teacher training

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# ACADEMIC DOMAINS

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- Architecture (Uniwersytet Warszawski)



- Art and Media (Tallinn University)

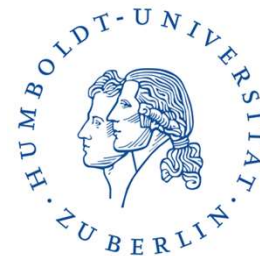


- Automotive Engineering (Universitatea din Pitești)



- Biomedical Sciences and Health Communication (Universidade do Algarve)

- Geography (Humboldt-Universität zu Berlin)



# UNIT TEMPLATE (1)

**Academic domain:** Geography

**Topic:** Introducing the Module

**Level:** B2 - C1

**Skills:** speaking / listening / reading

**Timing:** ~ 90 min. of study

## Planned learning outcomes:

	TO KNOW	TO VALUE	TO ACT
TE-CON3 PREMISES	A. multidisciplinary B. content-driven C. language-sensitive	D. culture-oriented E. glocal F. academic	G. task-based H. modular I. interactive & performative
	✓ Ss. can develop an emergent understanding of Geography as an academic discipline	✓ Ss. begin to problematise the Tesla factory with regard to sustainability.	✓ Ss. make use of their social skills to facilitate peer-to-peer interaction and collaboration.
	✓ Ss. can express their initial reactions to and opinions about the new Tesla factory.  ✓ Ss. can express spontaneous thoughts in an informal setting.related concepts	✓ Ss. can summarise the theoretical background of the various dimensions of sustainability.	

## Unit progression at a glance

	UNIT STAGE	TIME
1	Warm-up	~ 30 min
2	Introducing the topic	~ 15 min
3	Introducing the goal of the module	~ 15 min
4	Introducing one key concept	~ 30 min

# UNIT TEMPLATE (2)

## OBJECTIVES

content objectives	language objectives	culture objectives
<ul style="list-style-type: none"> <li>✓ to personalize the content</li> <li>✓ to activate existing schemata for the content</li> </ul>	<ul style="list-style-type: none"> <li>✓ to expand / recall content-related language (vocabulary/ formulae)</li> <li>✓ to practice multimodal interpretation</li> <li>✓ to enhance communicative competence</li> </ul>	<ul style="list-style-type: none"> <li>✓ to identify and articulate preconceptions about bioengineering</li> <li>✓ to raise awareness of new required competences linked to societal impact of science</li> </ul>

## AT A GLANCE

timing	interaction pattern(s)	materials
~ 45 min	✓ T - Ss; Ss - Ss	✓ Video with a Ted Talk

## Suggested procedure

[CLICK HERE TO PLAY VIDEO](#)



1. T will show (twice) a video of a Ted Talk from the above link, asking Ss to be attentive to:
  - a) the structure of the talk;
  - b) to the arguments about the need to learn bioengineering from childhood;
  - c) the arguments about the power of bioengineering.
3. T and Ss will discuss the talk according to the following topics. It can be done on Google Meets
  - ✓ Doing a synthesis of the talk
  - ✓ Identifying the structure of the talk
  - ✓ Listing reasons why bioengineering should be learnt at 6
  - ✓ Showing the power of bioengineering
  - ✓ Commenting on the main ideas of the talk



## Teacher's notes



- The aim of this stage is to use previous work as an awareness of the topics. The organisation of this activity must be strictly prepared so all the aspects can be commented on. Students must be asked to participate in the discussion and the analysis of the talk and, at the same time, they must be advised to take notes.
- This activity follows the theoretical framework of the TE-Con3 approach in pluriliteracies thinking skills, postmethod, CLIL and intercultural communicative competence. It can be assessed with interaction and mediation descriptors.

# EXTENSION / VARIATION

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## **Extension / Variation**

The core of this stage of the lesson features a role-play to be held after an introductory reading activity. The teacher prepares a text about a trend which has seen the replacing humans with robots in key areas of manufacturing and hands it over to the students, asking them to read it carefully (Material 5: Worksheet – *Does the Future of the Automotive Industry Belong to Robots?*). They can also read the text in a PPT projected in the classroom, so that the teacher may make sure that the students have understood the text. Then, the students are put in groups of three and asked to extract characteristics of robots and humans, referring to the automotive industry.

After presenting these features of 'robots *versus* humans' in terms of advantages and disadvantages related to the automotive industry (for each group of three, students choose a spokesperson to present the results of their work), the teacher, helped by the students, summarises the results on a flip chart.

The teacher organises students into three groups: A. management of Automobile Dacia factory, B. employees of the automotive factory, C. mediators in a possible conflict situation. Each group receives role cards with information relevant to their position. They are asked to formulate arguments for and against the idea of introducing more robots in the factory; and then to discuss the issue, considering the specifics of factory work and the social context.

# MATERIALS

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## **Material 6: Role Cards**

The senior management of the Automobile Dacia factory is currently considering the possibility of introducing more robots on the production line. This is supposed to happen really soon. The representatives of the employees have invited to a discussion on that topic with the senior managers. A mediator will also be present at the discussion, as required by legislation.

Here are some suggestions for the dialogue:

### **Management of the Automobile Dacia factory**

- greater productivity
- smaller costs

### **Employees of the Automobile Dacia factory**

- employment contract provisions
- line positions
- future perspectives

### **Mediators in a possible dispute situation**

- conformity with the legislation
- encourages genuine dialogue between the 2 parties
- tries to reach a compromise

# A few details – impact groups

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Over **385 students** and **42 teachers** from Estonia, Germany, Poland, Portugal, Romania.

## Students

in their early 20s (age ranging: 18-63, on average 21 yo)

## Teachers

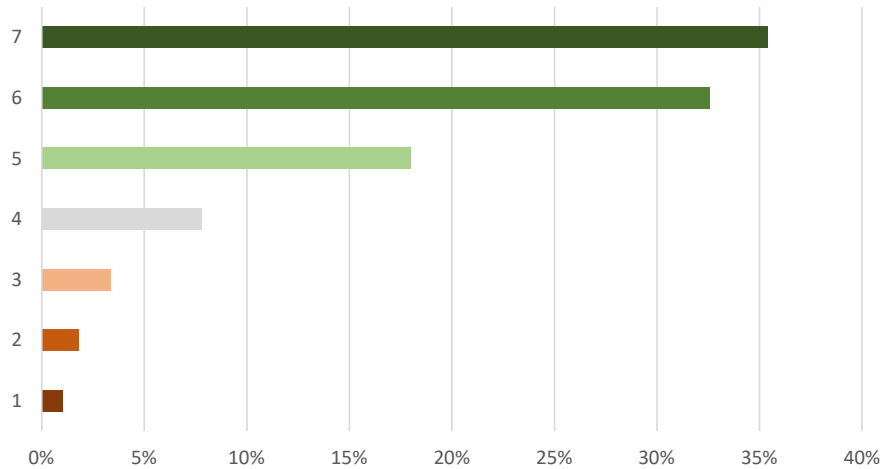
in their late 40s ( 28-63, on average 47 yo), mostly **female** (over 80%), and **experienced** (avg >16 years teaching at the tertiary level)

# Easy to use!

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## Students

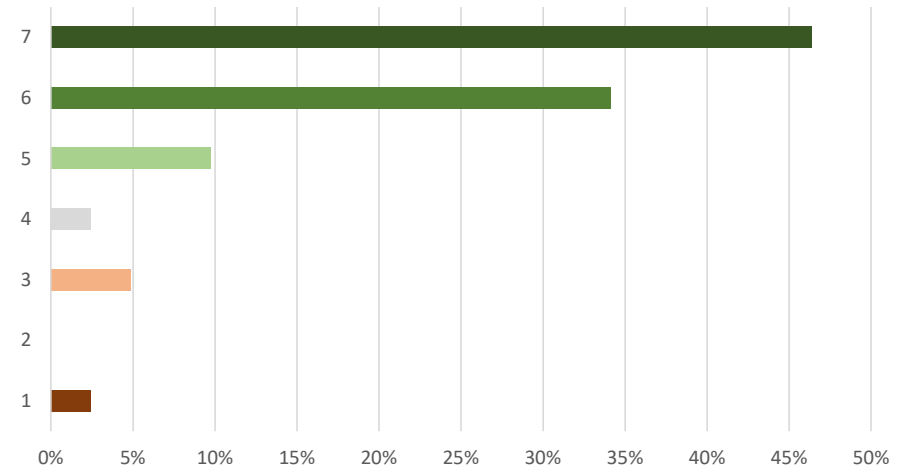
It was easy for me to learn from the materials offered by the teacher



Agree: 86% , disagree: 6%

## Teachers

It was easy for me to teach classes based on the TE-Con3 lesson materials.



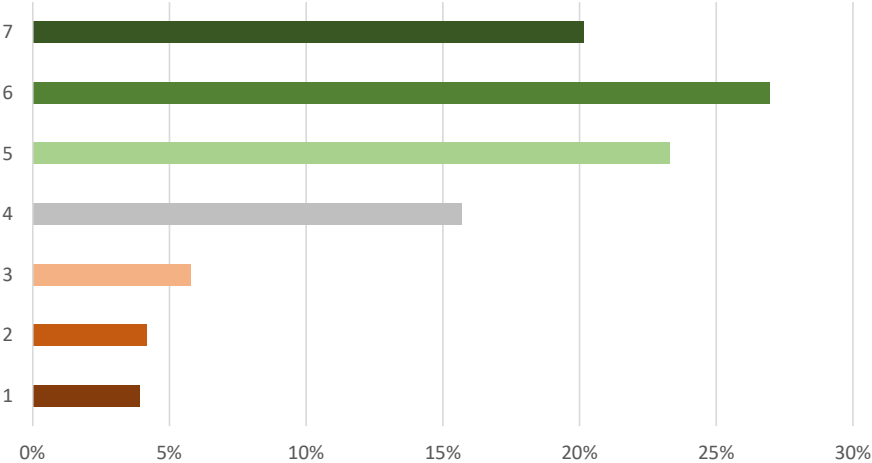
Agree: 90%, disagree: 7%



# Meets the needs

## Students

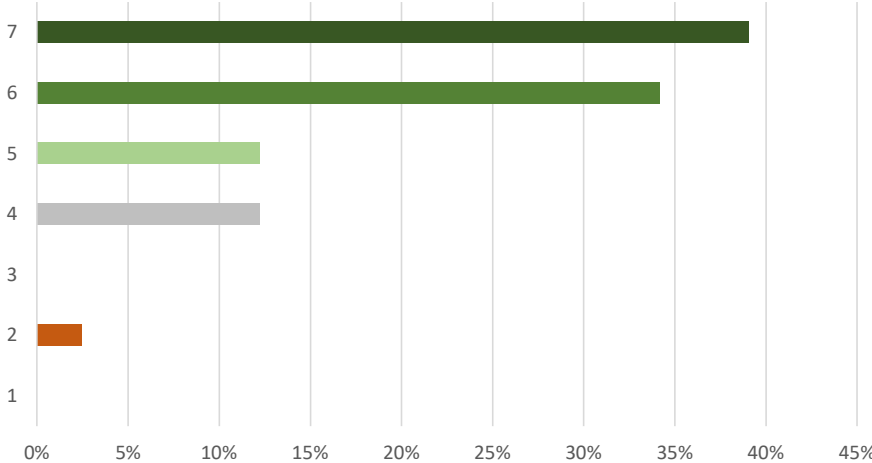
I find the TE-Con3 lessons useful in terms of my educational needs.



Agree: 70% , disagree: 14%

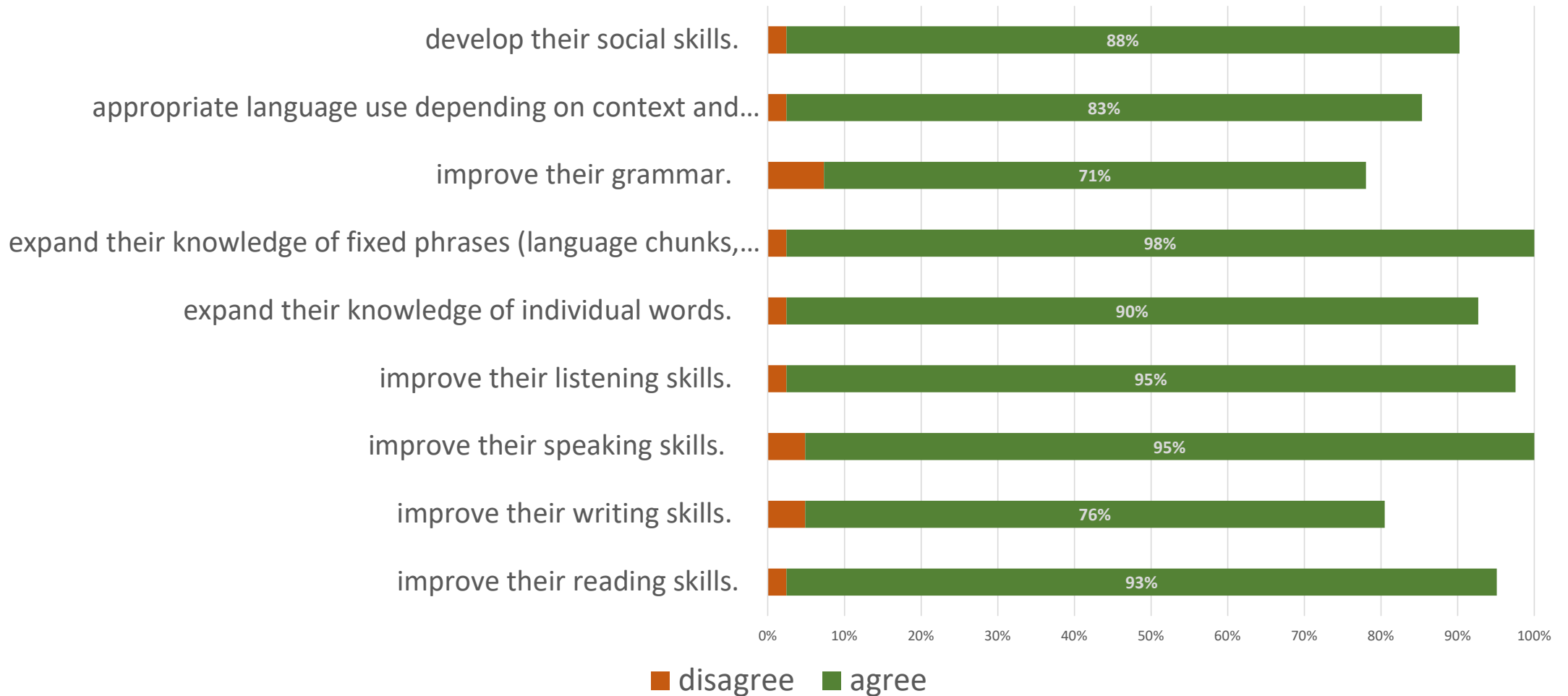
## Teachers

TE-Con3-based courses will address tertiary-level students' educational needs.

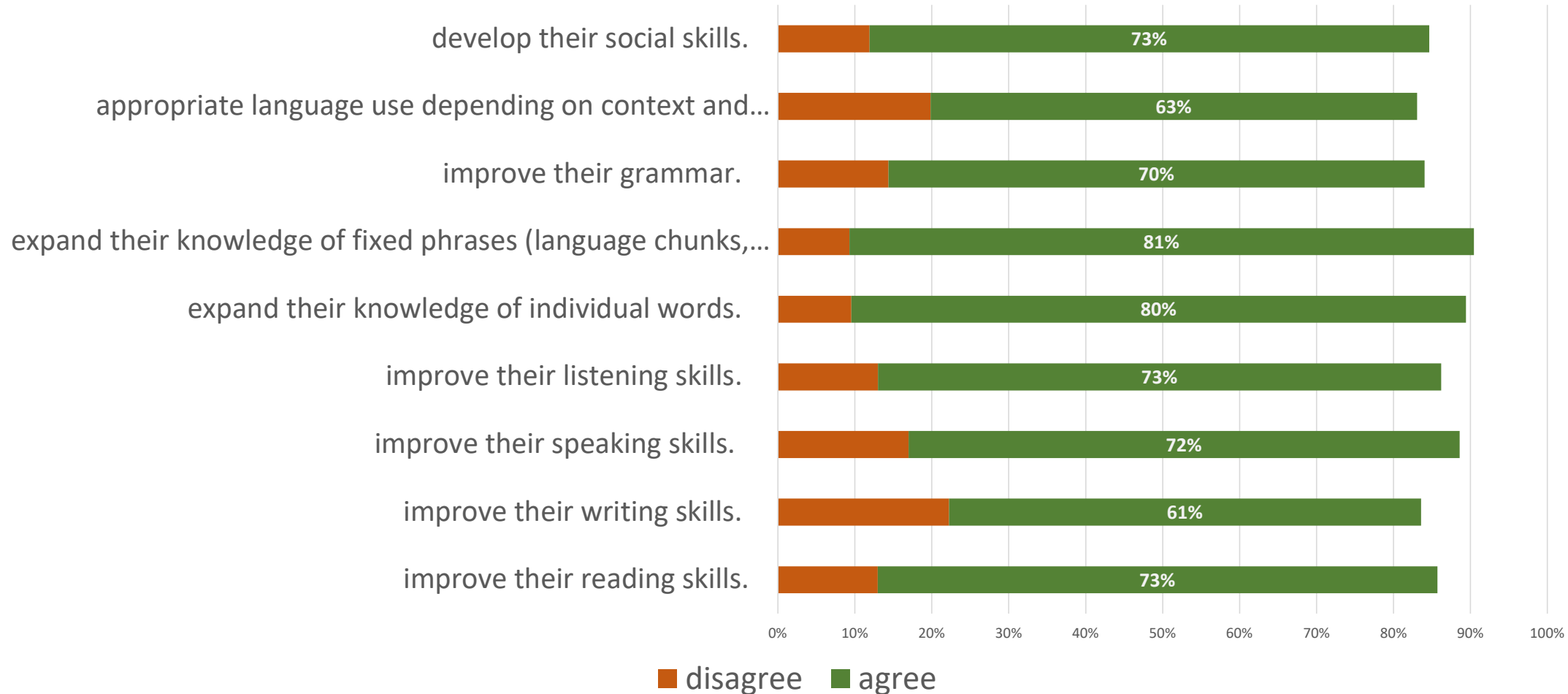


Agree: 85%, disagree: 2%

## Teachers believe TE-Con3 will



## And Students support the Teachers' intuition that TE-Con3 will



## **Students. What did you like the most about TE-Con3 lessons?**

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*Learning new things, because it drifts a bit from our other lessons, in a good way.*

*They were engaging, with many activities and enjoyable content.*

*Relevant subjects because they are useful outside of school as well.*

*Interesting content with useful activities.*

## **Students. What did you like the least about TE-Con3 lessons?**

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*We would have needed more time to do the activity.*

*I'm tired of my computer's screen...*

*I would have wanted more grammar activities.*

*It lasted for only 3 classes .....*

## **Students. Which activity did you like the most?**

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I liked the worksheets because they were challenging.

Working in pairs because it gave me a change to get to know my coursemates better.

Warm up activities. They really stimulate learner attraction and lead us to generate ideas without even needing to have knowledge about any specific areas.

## **Students. Which activity did you like the least?**

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*Hard to say , because actually we just started ....*

*I can't choose, because it was always interesting to do something in a different way.*

*Reading. It is just not my piece of cake.*

*The speaking portions were a little nerve-wracking for me.*

## **Students. Would you like to introduce any changes?**

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*Adjust it to the phone screen.*

*More time could be allocated for the activities.*

*Explore more topics.*

*I think that it is already a great job.*



## Teachers. What did you like the most about teaching the TE-Con3 lessons?

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*The students really liked the topics and got into discussions willingly.*

*What I liked most is that I saw many students being more active in the lessons.*

*Clear and well-structured materials, listening activities with videos, engaging topics.*

*The lessons are fully prepared, there is not much additional preparation to be done before the lesson.*

## Teachers. What did you like the least about teaching the TE-Con3 lessons?

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*The timing suggested was not always appropriate.*

*These lessons made me reconsider updating the teaching methodology and searching for new techniques all the time.*

*I would appreciate a higher level.*

## Teachers. Would you like to introduce any changes to the TE-Con3 scenarios and/or premises?

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*Make it more business oriented.*

*I would like to see more group work oriented tasks/projects.*

*To shorten some instructions.*

*No changes are necessary - I like the materials the way they are now.*

Thank you!

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