

XIV CONGRESO NACIONAL DE DESARROLLO PROFESIONAL
PARA PROFESORES DE INGLÉS

HOW TO...?

THE PRACTICAL SIDE OF ELT.

1ST & 2ND AUGUST 2019

ORGANIZED BY



SHARE EDUCATION

HOW TO EMPOWER YOUR STUDENTS PROJECT BASED LEARNING

INTRODUCTION

While searching on the theory I have come across many definitions of EMPOWERMENT but the one I found clearer was published in a teachers blog by [Maryellen Weimer, PhD](#) . and it is applied in the field of business and management where this concept first appeared.

“The process of creating **intrinsic task** motivation by providing an environment and tasks which increase one’s sense of **self-efficacy** and **energy**.” (Frymier, Shulman and Houser, pp. 182-3) www.facultyfocus.com

GLOSSARY

INTRINSICALLY MOTIVATED- you engage in a behavior because it is personally rewarding and not because there is an external reward

SELF EFFICACY self confidence. you believe on your ability to accomplish a task.

ENERGY capacity for doing work

The questions to be answered are what is an empowered student and how a student is empowered .What are the key elements in this process which leads to intrinsic motivation.

THE KEY DIMENSIONS OF EMPOWERMENT

This four aspects are referred to by [Maryellen Weimer, PhD](#) in her article at Faculty Focus (<https://www.facultyfocus.com/articles/teaching-professor-blog/whats-empowered-student/print/2/2/>)

She has quoted them from an article by Kenneth W. Thomas and Betty A. Velthouse- *The Academy of Management Review* -Vol. 15, No. 4 (Oct., 1990), pp. 666-681 - Published by: [Academy of Management](#)

“Thomas and Velthouse offered one of the first specific descriptions by identifying four dimensions of empowerment.

Meaningfulness –This describes the value of the task in relation to individual beliefs, ideals, and standards. If the work you need to do doesn’t have much or any meaning to you, doesn’t seem to hold much or any importance, then there isn’t much or any motivation to work hard and produce quality work.

Competence –Here’s the confidence piece. Empowerment derives from feeling qualified and capable of performing the work. You can handle what you’re being asked to do.

Impact –The more impact you believe you will have, the more motivation you feel to work hard. You are empowered if you believe you’re doing work that makes a difference—work that matters and is important.

Choice –This dimension relates to whether you get to determine the task goals and how you will accomplish them. The more choice you have, the more empowered you feel.

It’s an easy transition to take these descriptions of what it means to be empowered in the business world and apply them to the classroom and apply them to the classroom—changing from managers to teachers and employees to students. And much research verifies the relevance of empowerment to education. When students are empowered, they learn more, and they learn better.”

THE STUDENT’S AGENCY



COMPLIANCE – ENGAGEMENT – EMPOWERMENT. <https://www.youtube.com/watch?v=N7S9kyk-odA>

Using a chart taken from the blog THE PRINCIPAL OF CHANGE by GEORGE COUROS the educator, consultant and author the book “the Innovator’s mindset”, she will try to show the different concepts. <https://georgecouros.ca/blog/archives/5002>

CEE	Quick Definition Statements	What it looks like	The Simon Sinek Scale (Why?)
Compliant	Learning because I have to.	Have little to no interest in learning material but doing as I am asked to do.	Seeing the “how” and the “what” but not understanding relevance for learning.
Engaged	Learning because I am interested.	Have an interest in what is being shared and can see relevance.	Starting to see “why” from someone else’s perspective and seeing relevance to learning.
Empowered	Learning because I want to and see value in creating a difference for myself and/or others.	Creating, making, and connecting learning that is meaningful to the individual. Learning is becoming intrinsically valued.	Starting to create their own “why” and connecting to real life, eventually creating something of value.

Simon Sinek (1973) is a leadership guru, professor at Columbia University, founder of SinekPartners (Corporate Refocusing) and author. He is best known for popularizing the concept of “**the golden circle**” and to “**Start With Why**”. Simon Today Simon Sinek, together with his organization SinekPartners, teaches leaders and organizations how to inspire people. With a bold goal to help build a world in which the vast majority of people go home every day feeling fulfilled by their work. His unconventional and innovative views on business and leadership have attracted international attention and have earned him invitations to meet with an array of leaders and organizations, including: Microsoft

PROJECT BASED LEARNING

PROJECT WORK and thus TEAMWORK have proved to be key tools to boost INTRINSIC motivation which leads to learner’s autonomy and EMPOWERMENT. Working with interdisciplinary projects can make a difference in a teacher’s practice as well as in the learning process and definitely will make a difference in student’s lives.

PROJECT BASED LEARNING

- Extended period of time(WEEK- MONTH- SEMESTER)
 - Solve a real problem or answer a question
 - Investigate or respond to a challenge
- Demonstration of knowledge and skill with a final public product to an audience
- Develop deep content knowledge as well as critical thinking, creativity, and communication skills.

This famous quotation very simply and deeply states what EMPOWERMENT & TEAMWORK entails and how it can make a difference in a teacher’s practice as well as in the learning process and definitely will make a difference in student’s lives.

“YO PUEDO HACER COSAS QUE TÚ NO PUEDES, TÚ PUEDES HACER COSAS QUE YO NO PUEDO; JUNTOS PODEMOS HACER GRANDES COSAS.” MADRE TERESA DE CALCUTA.

DRAMA PROYECT - 2017

DURATION: THREE SEMESTERS

GROUP: 6to AÑO – INSTITUTO MADRE DE JESUS D 176 ORIENTACION EN COMUNICACION

PROYECT PLAN (ABRIDGED)

❖ FIRST SEMESTER

- ✓ **READING** Alexandre Dumas, Text adaption by Clare West, THE THREE MUSKETEERS, Oxford University Press, China 2003
- ✓ **WATCHING TWO MOVIES based on the book (2011 and 1993)- COMPARE AND CONTRAST THESE DIFFERENT VERSION WITH THE BOOK.**

❖ SECOND SEMESTER

- ✓ **ANALYSIS OF THE PLAY BY ARTSTOP**
- ✓ **WRITING THE SCRIPT FOR THE SCHOOL PLAY**
- ✓ **DISTRIBUTING ROLES**
- ✓ **DESIGNING THE STAGE, PROMPTS & COSTUMES**
- ✓ **CREATING THE CHOREGRAPHIES AND SOUND EFFECTS**
- ✓ **RESEHEARLS**

❖ THIRD SEMESTER

- ✓ **PERFORMING THE PLAY for SECONDARY & PRIMARY SCHOOL STUDENTS in ENGLISH**
- ✓ **PERFORMING THE PLAY IN SPANISH TO A DISABLED SCHOOL STUDENTS**
- ✓ **ASSESSMENT & FEEDBACK – CHANGING ROLES METHOD.**