Finansuoja
Europos Sąjunga

Kursai/mokymai

"Mokytojų įgalinimas skaitmeninei transformacijai: IKT ir STEAM integravimas į pradinį ugdymą"

Erasmus + projektas

„Individuals Who Learn And Teach Easily With Technology“

2024-1-LT01-KA122-SCH-000242269

Kemalpaşa Ferzent Bulum Anadolu Lisesi,
İzmir, Türkiye

Erasmus+

2025 gegužės 19-23 d.

Tikslai:

- Sustiprinti dalyvių skaitmeninio raštingumo kompetencijas ir palaikyti jų gebėjimą integruoti novatoriškas IKT ir STEAM pagrįstas metodikas į pradinį ugdymą.
- Suteikti mokytojams praktinių priemonių interaktyvioms, įtraukioms ir technologijomis pagrįstoms mokymosi aplinkoms kurti.
- Stiprinti tarpkultūrinį bendradarbiavimą tarp Europos pedagogų ir skatinti profesinių tinklų kūrimą, kartu prisidedant prie platesnių „Erasmus+“ programos tikslų – skaitmeninės transformacijos, įtraukties, įvairovės švietime ir mokyklų darbuotojų profesinio tobulėjimo.

Izmir, Turkija



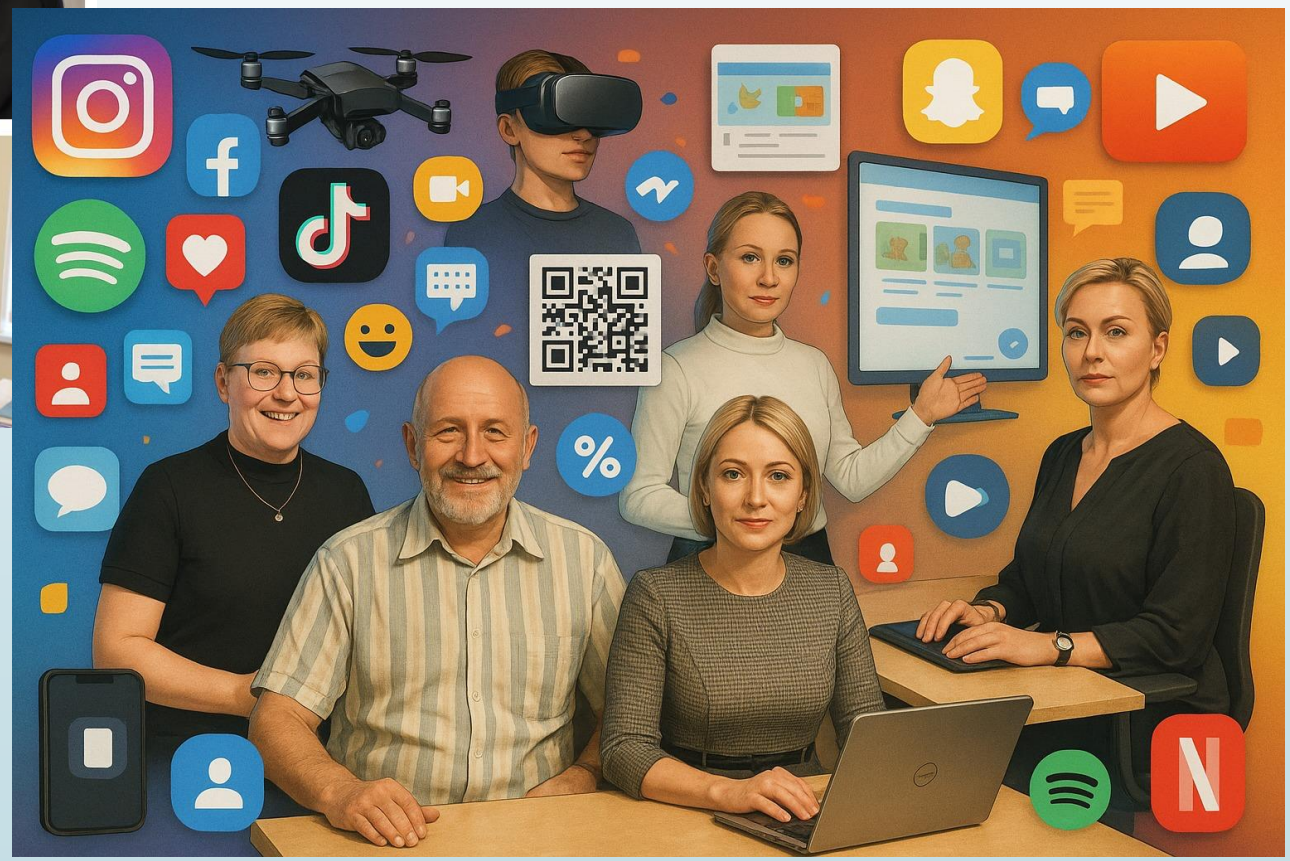


Komanda N.2









Kemalpaşa Ferzent Bulum Anadolu Lisesi Mokykla





1 diena mokykloje: susitikimas ir savaitės suplanuotų veiklų aptarimas







Teoriniai IKT taikymo pamokose aspektai





2 diena
Pamokų planų analizavimas



Lesson Plan subject - English

No.	Date (month)	Topics and Subtopics 70%	30% selected content	Developed Competences	Skills (Goals)	Preventive, Integrated Programs, Cross-curricular Topics	Notes
	Week 3	10. It's hot today! (pp. 74–75) Learning to talk about the weather. Giving commands and expressing prohibitions.		Cognitive, Communication, Digital, Creativity, Cultural, Social, emotional, and healthy lifestyle competence.	**Listening:** 1. Understands directly spoken or recorded standard language on a given topic using visual aids. 2. Completes listening tasks using familiar words and phrases. 3. Understands simple short instructions. **Speaking:** 1. Talks about the weather. 2. Participates in short dialogues asking and answering 'What's the weather like?' 3. Gives various commands: instructions and prohibitions. 4. Uses various phrasal verbs. **Reading:** 1. Reads, translates, and understands short texts. 2. Understands simple sentences. 3. Understands textbook	Health, healthy lifestyle Environmental protection Personal traits development Stress management	

Vizitas į *Kemalpasa Belediyesi Ozel Gereksinimli Bireyler Icin* dienos centrą (inkliuzinis ugdymas)





3 diena
Pamokos planai su Chat GPT



Alternative English Lesson Plan (Weather & Phrases)

Age: 10 | **Level:** A1 | **Duration:** 40 minutes
Class Size: 12 students (including 1 with Down syndrome, 1 with autism)
Focus Phrases:

- "It is rainy."
- "Don't forget your umbrella."
- "It is hot."
- "Put on your sun cream."

🧠 **Learning Objective:**

Students will write simple weather-related sentences using new vocabulary and phrases through interactive activities.

⏱️ **Lesson Breakdown**

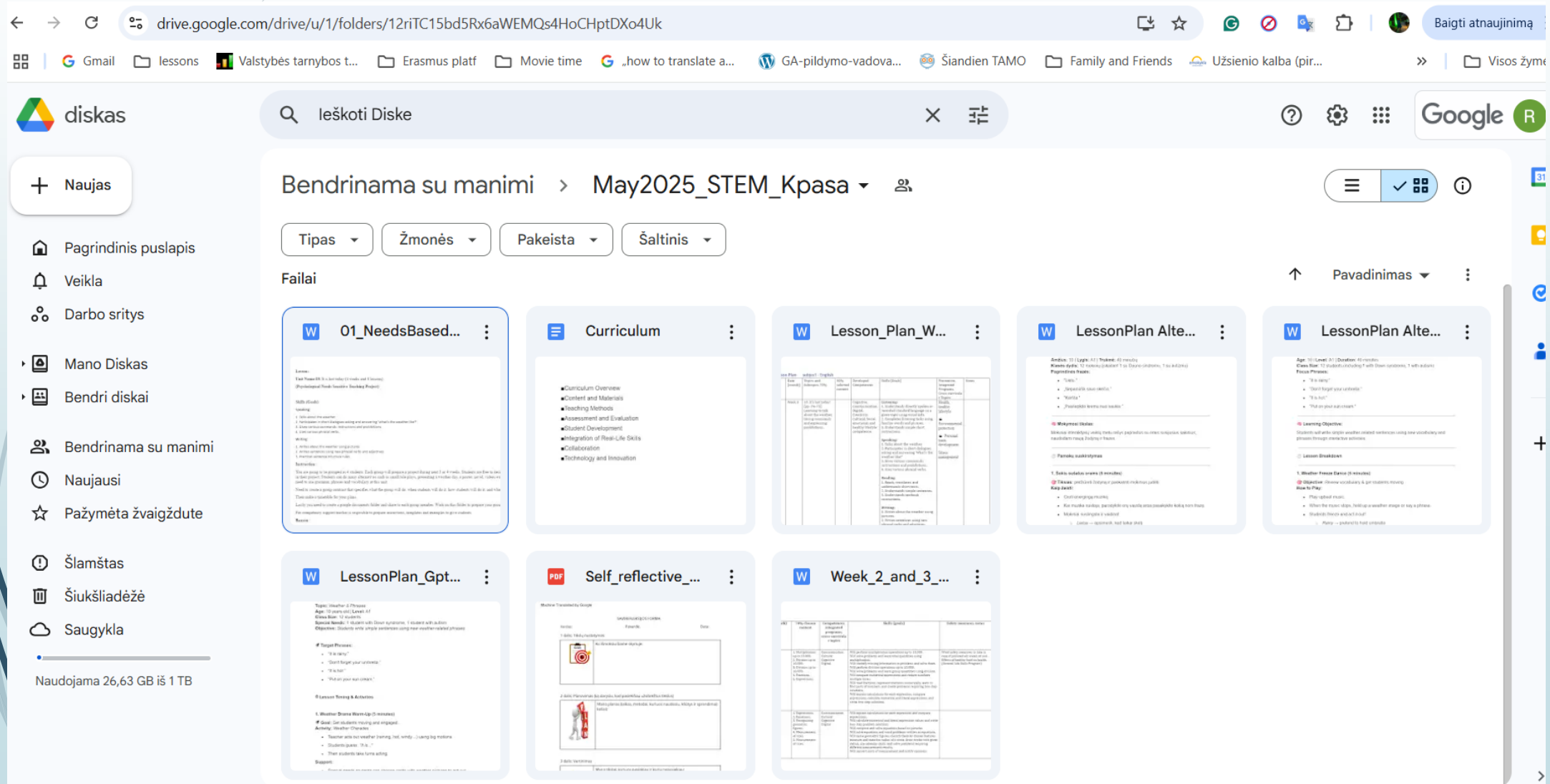
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1. Weather Freeze Dance (5 minutes)

🎯 **Objective:** Review vocabulary & get students moving.
How to Play:

- Play upbeat music.
- When the music stops, hold up a weather image or say a phrase.
- Students freeze and act it out!

Google Drive aplankas
(skaitmeninė išteklių knyga)



4 diena
Savaitės veiklų aptarimas ir analizavimas



SAVIREFLEKSIJOS FORMA

Vardas: Pavardė: Data:

1 dalis: Tikslų nustatymas

	Ko išmoksiu šiame skyriuje:

2 dalis: Planavimas (ką darysiu, kad pasiekčiau užsibrėžtus tikslus)

	Mano planas (laikas, metodai, kuriuos naudosiu, kliūtys ir sprendimai) keliai):

3 dalis: Vertinimas

	Mano tikslai, kuriuos pasiekiau ir kurių nepasiekiau: Vėliau atlikti tikslams, kurie nebuvo iki galo įgyvendinti ką planavau.

Ar pasiekiau savo tikslus? (pažymėti x)

TAIP ◯	NE ◯
Kaip vertinate rezultatus?	Jei nepavyko pasiekti tikslų, 3 žingsniai Galite pakeisti tvarkaraštį

5 diena
Planuojant svarbu

- Mokymo programos apžvalga
- Turinys ir priemonės
- Mokymo metodai
- Vertinimas ir įsivertinimas
- Mokinių tobulėjimas
- Realaus gyvenimo įgūdžių integravimas
- Bendradarbiavimas
- Technologijos ir inovacijos

	Instructions for Students
Week 1	**Creating Groups**: Teachers decide how to create (students can decide, a teacher can decide or/and by chance) **Instruction** : **Reason** : **Clue** : **Planning for the next lesson** :
Week 2	**Directive:** **Reason** : **Feedback:** **Planning for the next lesson:**

NEEDS-BASED TEACHING CHECKLIST

Competence	YES	NO	EXPLANATION
I explained the learning objectives at the beginning of the unit.			
I changed the activities in the book to suit the level.			
I welcomed students to make mistakes.			
I gave positive feedback to students (I used the TOAST technique)			
I provided detailed instructions on learning tasks.			
I encouraged the students that they could succeed.			
I allowed students to learn at their own pace.			
I gave students tasks of appropriate difficulty.			
I used hints and reminders.			
I encouraged students' learning and skill development.			
Autonomy (savarankiškumas, teisė pačiam spręsti)			
I listened carefully to and accepted students' negative criticisms rather than trying to change them.			
I made updates to lessons/assignments based on students' suggestions.			
Uses informative language rather than controlling language. "It would be appropriate for you to do it" instead of "you have to do it"			
I gave the students the opportunity to speak.			
I adopted the student perspective.			
I welcomed students' feelings, thoughts, and actions.			
I nourished the teaching-learning process with explanatory justifications.			
I gave them time to learn at their own pace.			
I respected the criticism.			
I suggested activities that were interesting and aroused his curiosity, and I provided opportunities for him to take action.			
I practiced active listening.			
I gave them a chance to speak.			
Being Related (ryšys su mokiniu)			
I addressed the students by their names.			
I established close contact with students in the classroom.			
I was interested in the students' requests and demands.			
I ensured that students were communicating with each other rather than sitting passively.			
I treated the students with a friendly and warm manner.			
I understood the students' perspectives.			
I encouraged students to communicate with each other.			
I spoke to the students in a friendly manner.			
I treated students fairly and harmoniously, and supported them.			

Pažintinės veiklos: Hierapolis







Ephes









Finansuojama Europos Sąjungos lėšomis. Šis kūrinys atspindi tik autoriaus nuomonę, todėl Nacionalinė agentūra ir Europos Komisija negali būti laikomos atsakingomis už jame pateiktą informaciją.