

Peer Tutoring Metodologia Didattica

Francesco Bearzi, Salvatore Colazzo

Concorso Docenti - Sostegno scuola dell'infanzia e primaria - Prova scritta Ricerca e Sviluppo

Erickson, 2024-12-17 La Prova Scritta del Concorso docenti è computer-based e consiste in quesiti a risposta multipla volti all'accertamento delle conoscenze di pedagogia, psicopedagogia e metodologie didattiche, nonché di informatica e lingua inglese. I 29 contributi presenti in questo volume, scritti da specialisti ed esperti del settore, approfondiscono dettagliatamente temi di psicopedagogia e didattica, strategie di lavoro con alunni con disabilità e BES e organizzazione e governance della scuola. I principali profili di funzionamento presi in considerazione sono: disabilità intellettiva, disabilità e difficoltà motorie, difficoltà di linguaggio e nella comunicazione, difficoltà nella sfera emotiva, ADHD, disturbo dello spettro dell'autismo e disabilità sensoriali. •10 contributi sulla psicopedagogia e didattica; •16 contributi su disabilità e bisogni educativi speciali; •3 contributi su organizzazione e governance della scuola; •quiz interattivi di simulazione sulla piattaforma digitale.

Rivoluzionare la scuola con gentilezza. Idee e proposte didattiche per vincere una delle maggiori sfide del XXI secolo Antonello Giannelli, 2020-01-03 Perché rivoluzionare? Perché è necessario modificare radicalmente le prassi educative e la stessa organizzazione globale della nostra scuola, senza accontentarsi di correttivi marginali e di facciata. L'emergenza educativa è sotto gli occhi di tutti, evidenziata da studi nazionali e internazionali. Traspare con grande nitidezza l'esigenza di modificare qualcosa. Ma cosa? Cosa c'è che non va nelle nostre aule? Come possiamo fare per migliorare? L'attuale organizzazione scolastica sacrifica la creatività in favore dell'addestramento e dell'apprendimento mnemonico ed è stata pensata ispirandosi al lavoro nelle fabbriche, agli albori della produzione industriale di massa. Il paradigma pedagogico più praticato inibisce lo sviluppo e il consolidamento di un approccio creativo, oggi di gran lunga più utile per inserirsi proattivamente in un mondo che cambia senza posa. Valicare i confini tra le discipline, connettere e integrare tra loro i diversi apprendimenti scolastici ed extrascolastici per costruire una visione culturale armonica e coerente del mondo che ci circonda, mettere al primo posto l'educazione alla cittadinanza, intesa come formazione di individui consapevoli, sviluppando allo stesso tempo competenze specifiche e trasversali: questi dovrebbero essere gli obiettivi di una scuola rivoluzionata. Noi educatori - dice Giannelli - dobbiamo adottare un approccio didattico nuovo, e interagire con gli studenti stimolandoli con la bellezza e con il fascino della cultura. Questo volume è una piccola collezione di riflessioni e di esperienze di successo

proposte da persone convinte della centralità dell'educazione per il futuro del genere umano. Da qui si può partire per nuove, coinvolgenti avventure del sapere.

Nuova Secondaria 1/2020 AA.VV., 2021-02-04 Nuova Secondaria è il mensile più antico d'Italia, dedicato alla formazione culturale e professionale dei docenti e dei dirigenti della scuola secondaria di secondo grado. Gli abbonati vi possono trovare percorsi didattici disciplinari, inserti che in ogni numero affrontano un tema multidisciplinare, discussioni mirate su «casi» della legislazione, presentazioni critiche delle politiche formative e della cultura professionale. IN QUESTO NUMERO... EDITORIALE: Giuseppe Bertagna, Formazione iniziale e reclutamento dei docenti: nuove basi per una ripartenza FATTI E OPINIONI Il futuro alle spalle, Carla Xodo, Covid-19 e (possibili) effetti di lunga durata. Il fatto, Giovanni Cominelli, La DaD motore di riforme? Forse... Vangelo Docente, Ernesto Diaco, Ripensare l'educazione come bene comune globale. Le culture nel digitale, Salvatore Colazzo, Roberto Maragliano, Presentazione della rubrica. Francesco Bearzi, La DaD al tempo di SARS-CoV-2: una imprescindibile occasione trasformativa. STUDI a cura di Cinzia Bearzot, Ruolo e funzione della città nel mondo antico. Marcello Bertoli, La città nel Vicino Oriente antico. Paolo A. Tuci, La polis greca. Franca Landucci, La città ellenistica. Gianpaolo Urso, Roma da città-stato a stato territoriale. Alessandro Galimberti, Le città romane in età imperiale. PERCORSI DIDATTICI La Scuola durante e dopo il Covid-19 Loredana Perla, Per la scuola è un'occasione. Da non perdere. Salvatore Colazzo, Un laboratorio di riconfigurazione sociale. Roberto Maragliano, Le due fasi della didattica a distanza. Maria Antonella Galanti, Emergenza pandemia: il fragile coraggio degli adolescenti. Monica Mincu, Il lockdown liceale visto da un genitore. Rossetti Paolo, Riflessioni nella pandemia. Brunella Fiore, L'occasione perduta degli Uffici Scolastici Regionali. L'occasione perduta nell'emergenza COVID-19. Luciano Celi, Uno sguardo sulla didattica: l'occasione del digitale. Ermanno Puricelli, Dall'emergenza alla ripartenza: proposte didattiche e ordinamentali. Patrizia Cocchi, Lucia Gasperini, Antonella Morabito, Esperienze e proposte per la DaD. Andrea Castiglione Humani, Una storia lunga: riflessioni scientifiche e storiche (1). Luigi Tonoli, DaD: vecchie e nuove abitudini. Marco Ricucci, "Lumen litterum": piccolo diario degli autori "pestiferi". Giorgio Bolondi, Quale identità per i docenti di matematica? Caterina Allais, Teaching English online: a Cornucopia of Resources. Emanuela Calvino, Insegnamento delle lingue straniere: condivisione di un'esperienza

New WebQuest Francesco Bearzi, Salvatore Colazzo, 2022-06-21 T00:00:00+02:00 1169.3.1

Nuovi Orizzonti italiano 4 Laretta Dalla Rosa, Mariateresa Pozza, Liliana Roggia, 2021-08-27 Nuovi orizzonti italiano quarta è il primo volume di una nuova serie di guide didattiche Tredici che debutta ad agosto 2021. La serie riprende in parte i contenuti della storica serie "Orizzonti" aggiornandola alle modalità introdotte dalla nuova valutazione periodica e finale degli apprendimenti ed ampliandola con nuovi strumenti per aiutare gli insegnanti ad attuare una didattica inclusiva nelle loro classi: Il cooperative learning che sviluppa forme di cooperazione e di rispetto reciproco fra gli allievi e veicola le conoscenze, le abilità, le competenze, gli atteggiamenti; Il peer tutoring che favorisce l'apprendimento fra pari. Gli alunni

sono protagonisti del loro percorso formativo. La metodologia è basata sulle relazioni di aiuto che alunni più grandi e/o più competenti attuano nei confronti di alunni più piccoli e/o meno competenti per facilitare l'apprendimento di conoscenze e abilità cognitive e sociali: lavori a coppie; La flipped classroom dove i bambini fruiscono a casa del materiale multimediale realizzato dai docenti acquisendo il corredo di conoscenze che poi risulta fondamentale nel lavoro in classe; Strategie per affrontare difficoltà di ascolto, lettura, scrittura, studio. Pagine facilitate dove ciascun alunno, anche con qualche difficoltà, può avere la possibilità di comprendere, leggere e scrivere; La didattica laboratoriale, una metodologia "coinvolgente" dove il soggetto agisce ed è attivo; Abilità sociali ed educazione affettiva per la creazione di un buon clima in classe, terreno fertile per una scuola inclusiva; Educazione civica per iniziare a riconoscersi come persone che possono agire positivamente nella società; Organizzatori anticipanti (mappe, raccolte, schemi) che dati in mano ai bambini prima dell'attività orientano e organizzano le informazioni successive; Debate per promuovere e allenare lo sviluppo del pensiero critico. Queste attività forniscono a tutti gli individui di tutta la classe la possibilità di attingere ciascuno ai propri talenti e metterli a frutto in una collettività inclusiva, dare a tutti gli alunni l'opportunità di esplicitare le abilità come la creatività, il pensiero critico, lo spirito di iniziativa indirizza ciascuno a saper gestire la complessità e i cambiamenti della società attuale.

Journal of Educational, Cultural and Psychological Studies (ECPS Journal) 13 - June 2016 AA.VV., 2016-06-22 CONTENTS:
Istruzione, ricerca e cultura: si riparte da queste per una nuova Rinascenza? - On Human Rights: Premises for a New Approach to Fundamental Social Rights - Influences of School Climate and Teacher's Behavior on Student's Competencies in Mathematics and the Territorial Gap between Italian Macro-areas in PISA 2012 - What Do You Think about INVALSI Tests? School Directors, Teachers and Students from Lombardy Describe Their Experience - The New Plan for the Prevention of School Failure in Catalonia (Spain) - Destruire l'aula, ma con metodo: spazi e orizzonti epistemologici per una didattica aumentata dalle tecnologie - Immigrants Are Like ... The Representation of Immigrants in Italy: The Metaphors Used by Students and Their Family Backgrounds - L'intervista mediata: evoluzioni dell'intervista cognitivo-critica piagetiana - 5° Seminario Internazionale di Studi sulla Ricerca Empirica in Educazione: «La Sperimentazione Educativa: Modelli e Procedure» - Le opere di Mario Panizza. La mostra: «Sotto ogni passo: figure, sagome e tombini» - Recensione: Byung-Chul Han (2014). Razionalità digitale. La fine dell'agire comunicativo - Notiziario

In classe con la LIM Elisabetta Rossi, 2013-09-23 Il libro è la sintesi di studi di ricerca inerenti le nuove tecnologie e la scuola svolti in questi ultimi anni. È rivolto a tutti coloro che vogliono approfondire le conoscenze relative alla LIM (Lavagna Interattiva Multimediale) nel campo educativo e nella didattica. Vuole essere una panoramica delle recenti modalità interattive di uso della LIM in classe, prendendo in considerazione soprattutto una didattica costruttivista e laboratoriale. Nel testo sono presentate esperienze educative significative da cui è possibile trarre spunti per progettare una propria attività didattica con la LIM. Lo sguardo dell'autore è quello dell'insegnante alla ricerca di sempre migliori metodologie di

insegnamento-apprendimento che meglio possano rispondere alle particolari esigenze educative degli alunni che vivono in una società digitale.

EUDISED European Educational Research Yearbook 1998/99 ,2000

Orientamenti pedagogici ,1982

The Peer Tutoring Handbook Keith J. Topping,1988

Learning Together Nancy Falchikov,2002

The Allyn and Bacon Guide to Peer Tutoring Paula Gillespie,Neal Lerner,2000 Grounded in current writing center theory and practice, The Allyn & Bacon Guide to Peer Tutoring provides students with a comprehensive introduction to effective tutoring. Throughout the text, readers hear the voices of tutors and writers in first-person peer tutor accounts, reflective essays, and transcripts from actual sessions. Within each chapter, techniques, models, and exercises provide instruction appropriate for any level of tutoring.

Peer Tutoring Edward E. Gordon,2005-03-25 In this era of high stakes testing, teachers across America are struggling with the demands of raising student achievement. Tutoring programs can become important learning strategies that will assist students in learning to solve problems, collaborate with others, and think creatively. All these are part of the creative thinking process important for students to master since a greater percentage of high school graduates enroll in some form of post-secondary education. This guide gives teachers specific instructional methods to help students raise their skills and critical thinking abilities. It provides step-by-step guidance on: Designing a tutoring program, Training tutors, Conducting meaningful assessment and evaluation. Peer Tutoring offers a wide variety of success stories drawn from published research that describes how ordinary teachers have successfully used peer and cross-age tutoring in a wide variety of elementary, high school, and college applications. Sample forms are also included that teachers can adapt for their needs. The Internet opens a whole new world of information, ideas, and experiences to students. What most teachers lack are successful ways of framing the art of teaching to take advantage of this new resource-rich environment. This book will help teachers co-construct knowledge with students to help classroom learning become more student-centered.

Teacher's Guide to Peer Tutoring Candice Styer Ph D,Suzanne Fitzgerald M Ed,2016-01-10 A successful peer tutoring program in special education classrooms depends on teachers recruiting dedicated and dependable students who have positive attitudes and the desire to help others. Once peer tutors are selected, teachers must then provide training, monitor progress, manage schedules, address challenges, and evaluate the peer tutors' efforts. This guide together with the Peer Tutor Student Handbook (purchased separately) are designed to help teachers develop and maintain a successful and mutually rewarding peer tutor program. I had the pleasure of observing the Peer Tutoring program developed by Dr. Styer and Suzanne Fitzgerald. This is an amazing program that promotes awareness of individuals with disabilities as well as

provides peers the skills needed to support and develop friendships. The way this program is structured allows for these skills to generalize across the school environment and models friendships and the acceptance of others. Dr. Nicole Bain, Psychologist and Autism Expert Together, Candice and Suzanne have over 40 years of teaching experience in special education and have developed peer tutor programs in every classroom they've worked in. Their peer tutoring model of reverse inclusion maximizes peer interaction in natural and appropriate ways. They were inspired to share their experiences recruiting and training peer tutors knowing the positive effects that these programs have on both special education students and the general education students who work as peer tutors. I became a peer tutor because I want to be a special education teacher when I grow up. My favorite part of the job was getting to know the kids. Having this experience made me grow as a person. Chrissy, Peer Tutor This manual contains a teacher's copy of the Peer Tutor Student Handbook, a companion book available for purchase for each peer tutor. The Teacher's Guide to Peer Tutoring belongs to Styer-Fitzgerald Publishing's line of outstanding educational products, including the Styer-Fitzgerald Program for Functional Academics. Unique among special education curricula, the Styer-Fitzgerald Program provides a comprehensive approach to teaching functional skills to students with mild, moderate, and severe disabilities, including autism. For more information about the entire line of Styer-Fitzgerald products, visit the website at www.styer-fitzgerald.com.

Using Peer Tutoring to Improve Reading Skills Keith Topping, David Duran, Hilde Van Keer, 2015-10-08 Using Peer Tutoring to Improve Reading Skills is a very practical guide, offering a straightforward framework and easy-to-implement strategies to help teachers help pupils progress in reading. A succinct introduction, it shows how schools can make positive use of differences between pupils and turn them into effective learning opportunities. Outlining the evidence base supporting peer tutoring approaches, it explores the components of the reading process and explains how peer tutoring in reading can be used with any method of teaching reading. Core topics covered include: Planning and implementing peer tutoring Getting your school on board How to structure effective interaction Training peer tutors and tutees Paired Reading - cross-ability approaches One Book for Two - fostering fluency, reading comprehension, and motivation Reading in Pairs - cross and same-year tutoring Supporting struggling readers Involving families in peer tutoring Evaluation and feedback. Illustrated throughout with practical examples from diverse schools across Europe, Using Peer Tutoring to Improve Reading Skills is an essential introduction offering easy-to-use guidelines that will support teachers in primary and secondary schools as they enhance pupil motivation and improve reading standards.

Peer Tutoring Sinclair Goodlad, Beverley Hirst, 1989

Learning Together Nancy Falchikov, 2003-08-27 The number of students in higher education has expanded dramatically in recent years, but funding has not kept pace with this growth. The result is less contact time for lecturers and their students, and corresponding worries about how the quality of teaching and learning can be improved. Peer tutoring is one

method which is growing in popularity, and has already proved successful in a number of countries. This book provides an introduction to the methods and practice of peer tutoring focusing on how to set up schemes and how to cope with common problems. It discusses the theory behind this form of learning and the beneficial effects associated with it. Summaries are included at the end of each chapter.

Peer Tutor Student Handbook Candice Styer Ph D, Suzanne Fitzgerald M Ed, 2016-01-10 Peer tutors have the ability to make a positive influence in the lives of their peers with disabilities. The Peer Tutor Student Handbook will provide the resources and training needed to make their time in the special education classroom mutually beneficial. Here's what students had to say about their involvement as peer tutors in a special education classroom: This experience helped me grow as a person. I wanted to do this so I could understand how to help others and learn different ways to communicate with different people. I started out being a peer tutor and teaching them, but I ended up being their friend. Katy, Peer Tutor My favorite part was just being able to interact with students in the special education classroom and have fun and get to see who they were. They're people just like us. They're a little bit different but they're still someone. Peter, Peer Tutor I became a peer tutor because I want to be a special education teacher when I grow up. My favorite part of the job was getting to know the kids. Having this experience made me grow as a person. Chrissy, Peer Tutor Together, Candice and Suzanne have over 40 years of teaching experience in special education and have developed peer tutor programs in every classroom they've worked in. Their peer tutoring model of reverse inclusion maximizes peer interaction in natural and appropriate ways. They were inspired to share their experiences recruiting and training peer tutors knowing the positive effects that these programs have on both special education students and the general education students who work as peer tutors. Used in conjunction with the Teacher's Guide to Peer Tutoring (purchased separately), this manual sets the standard for students working as peer tutors. The Peer Tutor Student Handbook belongs to Styer-Fitzgerald Publishing's line of outstanding educational products, including the Styer-Fitzgerald Program for Functional Academics. Unique among special education curricula, the Styer-Fitzgerald Program provides a comprehensive approach to teaching functional skills to students with mild, moderate, and severe disabilities, including autism. For more information about the entire line of Styer-Fitzgerald products, visit the website at www.styer-fitzgerald.com.

Effective Peer Learning Keith Topping, Céline Buchs, David Duran, Hilde van Keer, 2017-03-31 Peer learning allows a positive use of differences between pupils, turning them into learning opportunities. Yet education professionals often remain unfamiliar with the principles necessary to guarantee its effectiveness. The aim of this book is to help practitioners establish well-structured and effective peer learning projects using a variety of methods. It introduces and defines cooperative learning (mutual peer interaction) and peer tutoring (directional peer interaction) – outlining general organisational principles that will help practitioners implement peer learning in either of these forms. The authors consider how to prepare

and train learners to undertake their roles effectively, and how to organise and monitor the process of interaction as it is happening. They then look at how these systems actually operate in the classroom, exploring how the organisational principles work in practice and giving many practical examples. Subsequently three successive chapters consider how to structure peer interactions in cooperative learning, same-age peer tutoring and cross-age peer tutoring. Finally, the advantages and problems, and the potential and challenges, of peer learning are examined. The book should be read in stages, with each part being able to be read on its own – thus providing time for reflection. Within each part, readers can choose to focus on cooperative learning or peer tutoring. The successive focuses on definitions, general principles of implementation and practical issues of implementation should help practitioners build their skills and confidence. Many choices between methods are described, and when teachers are confident in one method they may then consider trying a new method. It is the authors' hope that the book will become a model for peer learning by sharing with readers the skills of other practitioners, and thereby helping all children to develop to their full potential.

Peer Tutoring Do's and Don'ts Kathryne H. Pugh, 2005

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