

# Innovation and creativity in uncanny times. Teaching strategies in language teaching



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1. Analyse the impact of the pandemic on the teaching setting and the need for new teaching inputs



2. Acknowledge the importance of the 21st century skills and digital skills in the wake of a digital learning context



3. Highlight the importance of innovative methodologies and strategies



4. Present and reflect on the work carried out by students under a project-based learning approach

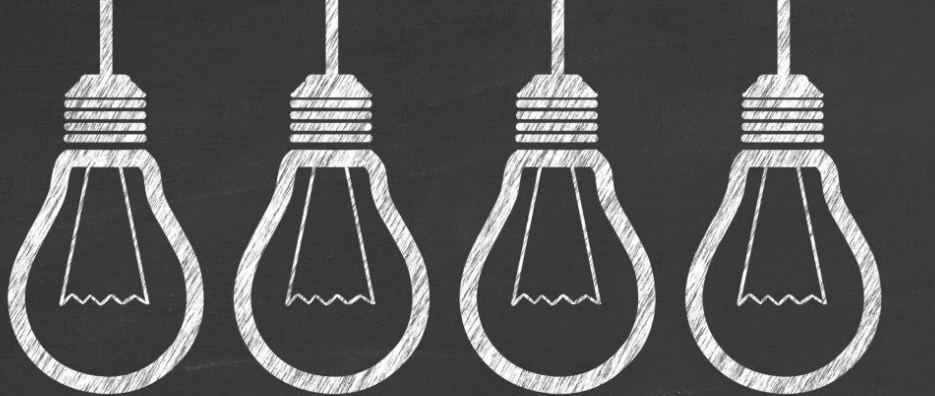
# Objectives



# Pandemic times

A NEW TEACHING PARADIGM?





# 21st century skills

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“students will need to think critically and creatively, to communicate and collaborate effectively, and to work globally to be productive, accountable citizens and leaders of their world”  
(Greenstein, 2012, p. 2)

- Boost people's potential as confident and active citizens (EU SCIENCE HUB, 2016)
- Need to enhance digital literacy, i.e. "the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information" (cf. Stony Brook University Libraries, 2021)
- The design of innovative activities, "grounded in deep instructional methodologies", such as project-based learning, "can make the learning experience both modern and meaningful when filled with agency and empathy, and empowered by dynamic real-world skills, today's learners can undoubtedly change the world around them" (Cooper & Murphy, 2021)

## Digital skills

# PROJECT-BASED LEARNING





**Who?** 3<sup>rd</sup> year students of the BAs in Languages for International Relations and in Foreign Languages: English and Spanish



**When?** During the 2<sup>nd</sup> semester of 2020 and the academic year 2020-2021



**Why?** 1. to foster the development of thinking skills, critical thinking, creativity and problem solving; 2. to explore technological tools available online, improving thus students' digital competences.



**How?** Project based learning

# OUR TEACHING EXPERIENCE

# The projects

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1. Coronavirus Journal/ Diary

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2. Furlough/ Quarantine Vlog

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3. Video CV

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3. Multimodal Essay



# Coronavirus Journal or Vlog Instructions

After reading the quote on the previous slide, I believe you become aware of the relevance of the message conveyed by the author.

These are uncanny and challenging times, once we are forced to deal with an invisible virus that is controlling one's lives in every aspect.

As such, I defy you to accept the challenge of keeping your own coronavirus journal or vlog, if you are not that fond of writing or find it less amusing.

Write a few paragraphs every week or every two weeks, reporting on your week, e.g. how it was at school (if some uneventful thing came out related to Covid-19), what the media report, science advancements regarding a vaccine... you name it. You could simply put forth your feelings about the pandemic (updates) and the impact it has on the world, more generally, and on your country and community, more specifically. Include the date in all entries of your journal.

The journal is to be handed in on the 15th of January 2021.

## Project work- journal

“Is this the real life or is it just fantasy?”

*Queen* were truly ahead of their time because these past years really didn't seem real. Covid-19 got us all trembling and fearing for our life, like a Zombie Apocalypse, but without the zombies (so far!). Therefore, our class was challenged to create a journal during this boring times of the pandemic. So, in this journal I will show the impact of Covid-19 on my life and on our society. So many changes have taken place since last year, and my life changed so much and not only due to the pandemic. I'll briefly explain weekly these changes and how it affected my daily life, which by itself it's already chaotic.

12<sup>th</sup> October 2020

This year has been one of my most messed up years ever. I lost my uncle, my mom got fired and I've been diagnosed with depression and anxiety, but nothing to worry, cause the cherry on top is yet to come, this endless pandemic that seems like a?? clingy ex that doesn't want to go away no matter what you do. To be honest, I don't miss the freedom I had before Covid-19, but I miss the people I had before it. This lack of freedom doesn't bother me anymore, and I wish people would feel the same because losing your loved ones is incomparable to just wearing a mask. I don't mind having classes online, I don't

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## Journal of a pandemic

[From 1/10 to 14/10](#)

There is no doubt that this year is being way different than what we had in mind. This global pandemic brought many things to light besides the fact that we are not better than any other animal. Many people have faced the infection of Covid-19, but many more are facing worse mental health problems, domestic abuse, and other problems, which just tells us that this pandemic brought to light many more epidemic problems that live within our walls.

These weeks the number of people infected with Covid-19 increased significantly making a total of 91 193 infected and 2 117 deaths because of this virus. This led to more restrictions being held towards the population.

# Students' journals: Coronavirus journal

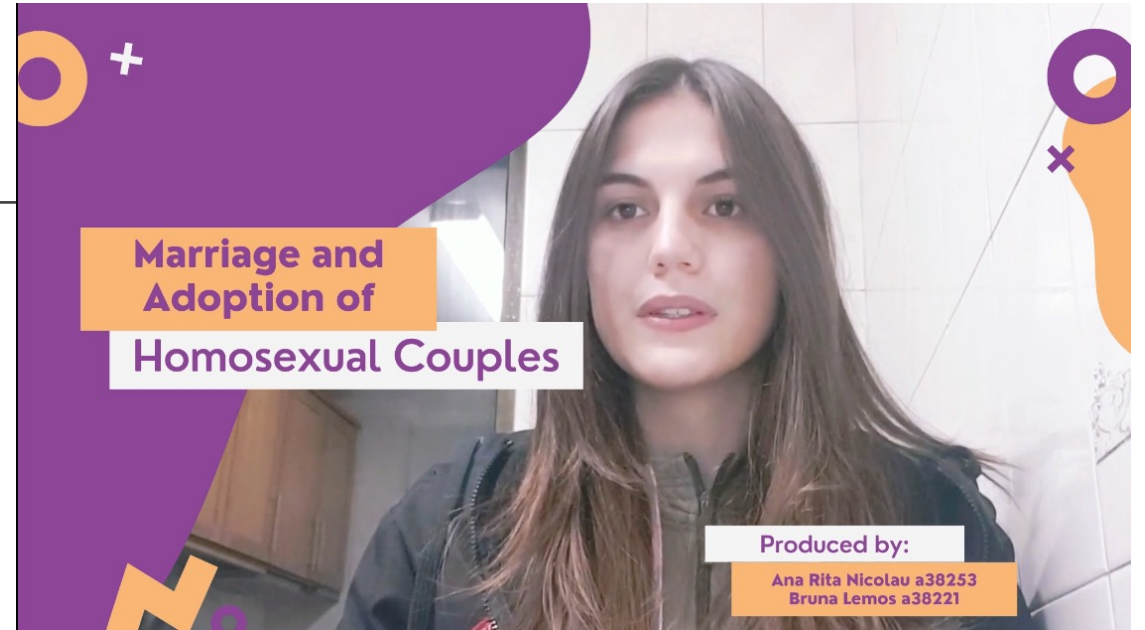
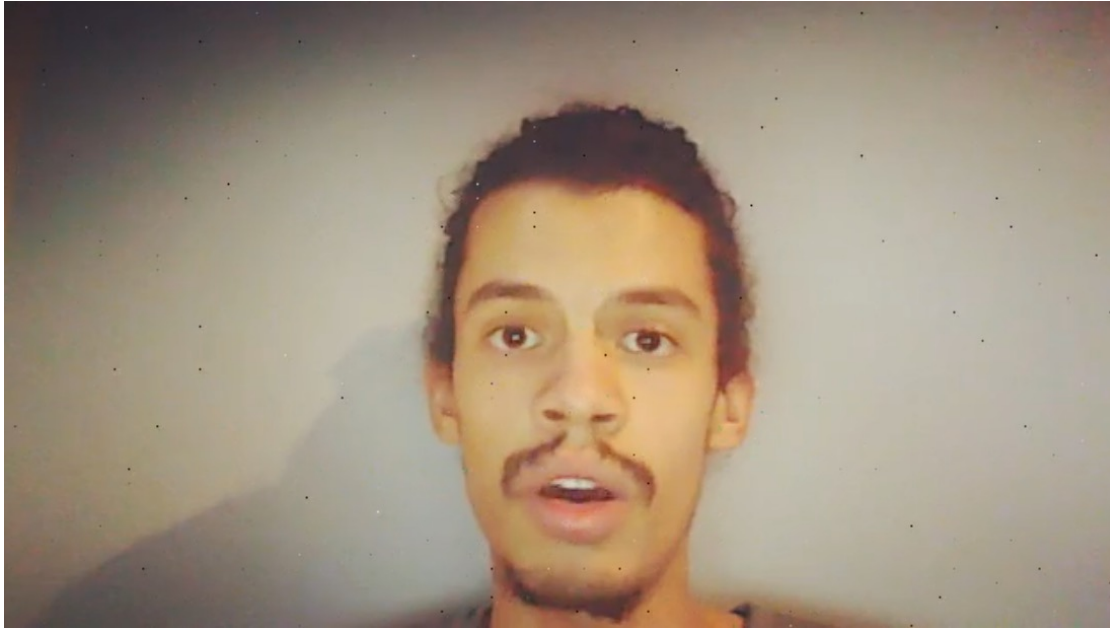
# Students's works: Vlog



# Multimodal essay

Digital stories “are multimedia movies that combine photographs, video, animation, sound, music, text, and often a narrative voice” (Roland, 2006, p. 26).





# Students' multimodal essay

# Concluding remarks

Tackle the problem of demotivation in pandemic times

Develop students' creativity, digital skills and multimodal literacy, as well as to request them to work out of their comfort zone

Use of more innovative and creative methodologies

Effective/ affective learning for students

Assess students in a more authentic and holistic way



# Thanks for the attention!

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