

There is an emerge of new methodologies and tools for learning that come to terms with the new learning environments our society demands. They provide students with a meaningful and motivating education and help them develop the competences and skills needed for the current globalisation. Some experts have labelled these new learning environments as SOLES (Self-Organised Learning Environments)

Interdisciplinary approach

This approach involves the combination of two or more academic disciplines into one activity, which consists of 3 parts. First, students are presented the topic-problem; second, they train on different skills and critical thinking; and third, a product should be carried out to demonstrate the trained skills and critical thinking.

Example:

We can teach English together with Technology or English together with Social Sciences

Flipped Classroom

Flipping the classroom is another teaching-learning method, where the class and homework are reversed. Bloom's taxonomy is present here as students carry out the first two processes (remember and understand) at home, whereas the rest are fulfilled in the classroom (apply, analyse, evaluate and create).

Example:

Teachers can make students analyse the theory through:

- Visual and animated videos
- Images
- Video tutorials
- Digital presentations

These videos should be short, dynamic and motivating (we are teaching the Youtube generation). They can be followed by:

- A questionnaire
- Another activity (e.g. a video conference)

On the other hand, in class time, we can carry out the following procedures:

- Discussions
- Activities
- Tasks

Problem-Based Learning

This method requires the following elements. First, the problem statement in scenario form is needed. Second, there are opportunities to analyse and investigate the situation cooperatively. Next, students carry out a critical analysis of findings and finally, there are various kinds of assessments carried out by the students and the teacher.

Example:

The process can be divided in 3 steps:

- 1) Present the task
- 2) Planning
- 3) Metacognition activity

Cooperative Learning

In Cooperative Learning, students work in groups while they acquire essential employability skills. It has four basic principles known as PIES (Kagan, 2009, 4.2): Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction.

Example:

- Structures proposed by Kagan
- Stable heterogeneous teams (each member has a specific role)
- Control of noise, room, material and directions (Pomodoro technique)

These new educational contexts also demand new tools for a meaningful and motivating learning. 2 of them are:

Visual Thinking

Everyone can draw using a combination of basic shapes and forms. It only takes a few minutes to learn and you don't have to be an artist (what matters is the message)

Example:

Use Visual Thinking as a tool to reinforce content.

Process:

- Analytical thinking (create a concept map using Coggle)
- Divergence (offer possibilities) and convergence (select elements) process
- Drawing

Use of ICTs

Information and Communication Technologies are part of our everyday life and a powerful aid to learning. There is a wide variety of ICTs:

Gamification Platforms

The concept of gamification is defined as the application of game mechanics in non-game related contexts whose main objective is to increase participation and motivate users through the use of game elements.

Example:

- Kuaderno: to revise grammar and vocabulary
- Duolingo: to reinforce content at home
- Kahoot: to consolidate content

The learning portfolio

It is a collection of students' work where they reflect upon what they have done.

Example:

Wix to create portfolios.

Other ICTs (to search for, manage and share information):

- Prezi, Slideshare, Genial.ly, Youtube Vimeo, Pinterest, ClassDojo, Google Drive, Google Classroom, Symbaloo, Coggle, Google Hangouts on Air, PicPac, Kizoa, CamScanner, Flickr and Telegram.

Conclusion:

If we want these learning scenarios to be significant elements, we must perceive ICTs as tools to acquire learning and knowledge, what implies the development of the digital competence as well as TPACK (Technological Pedagogical Content Knowledge) knowledge to get on in the new learning environments.

To provide students with effective learning environments creativity and innovation are required in teaching and learning. For this, we must break patterns and think outside the box by finding a better way to get things done. This implies a change in the organisation by applying new methodologies and tools that provide students with choice and diversity while they are responsible for their own learning.

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