****

**Katedra Dydaktyki Języka Angielskiego**

**w Instytucie Neofilologii Uniwersytetu Pedagogicznego**

**zaprasza**

**nauczycieli języka angielskiego**

**na**

***First In-service Teacher Training Day***

w dniu 7 marca 2020 r. w godz. 8:30 – 14:30

w budynku Instytutu Neofilologii przy ul. Karmelickiej 41 (sala 201).

W ramach wydarzenia proponujemy warsztaty metodyczne poświęcone wykorzystaniu nowoczesnych technologii w nauczaniu języka angielskiego.

Uczestnictwo w warsztatach jest bezpłatne, jednak obowiązuje wcześniejsza rejestracja, której można dokonać na stronie: <https://teacher-training-day-up2020.konfeo.com/pl/groups>

Warsztaty odbędą się w pracowni komputerowej, stąd ilość miejsc jest ograniczona. Zaleca się przyniesienie własnego sprzętu (tablet, laptop itp.)

Każdy uczestnik otrzyma certyfikat potwierdzający udział w wydarzeniu.

Kontakt i dodatkowe informacje można uzyskać od sekretarza warsztatów: mgr Dominiki Dzik: dominika\_dzik@op.pl

**Program warsztatów/ workshop programme**

**8:30 – 9:00 – Registration and Opening.**

**9:00 – 10:00 Creative writing with IT tools - prof. Joanna Rokita-Jaśkow**

Writing in a foreign language is the most difficult skill that learners struggle with, mostly due to lack of ideas of what to write or lack of needed vocabulary. The goal of this workshop is to present a few IT tools (Storybird, Stripgenerator) that facilitate writing development by providing creative cues such as picture/word prompts. Their use will motivate learners to treat writing in a foreign language as creative means of self-expression rather than tedious exam preparation task. The outcome of the workshop should be a booklet written collaboratively.

**10:00 – 11:00 Let’s get spooooky ! – teaching writing to learners at B2 + levels**

 **– dr Katarzyna Nosidlak**

As Jeremy Harmer underlines, of all the skills, writing is the one that teachers and learners seem most reluctant to focus on because it requires them to make special effort. Although step motherly treated, this skill is especially needed, not only for language tests but also for future real-life communication and job-related tasks.

During the workshop you will find out how to use diverse process writing techniques in order to make your learners effective, more creative and motivated writers. In the process approach, which treats writing as a creative act, the teacher is no longer someone who just sets a writing topic, presents a model and receives the finished product for correction. On the example of a scary story, you will be shown how to guide your students through the whole not-longer-painful process of writing. Additionally, as feedback is really crucial in the case of this skill, you will be familiarised with some techniques which will help you with the tedious task of writing correction.

**11:00 – 11:20 Coffee break**

**11:20 – 12:20 Assessment in CLIL – dr Sabina A. Nowak**

The workshop addresses different opportunities for using quality assessment in content and language integrated learning (CLIL). It offerspractical solutions for Participants of using ICT tools. The Participants will be instructed how to implement blended learning approach by concentrating mainly on higher-order thinking skills (HOTS). This 60-minute workshop covers basic information on some educational tools that can be used with Students (WebQuest, Padlet, Video). The second part of the workshop aims to present an effective way of assessing both content and language skills using an acronym *Reflective Act*. It also aims to increase knowledge and competences of Participants in using self-assessment in CLIL. Its main objective is to explore the potential of different types of “feed” in developing 21st century skills.

**12:20 – 13:20 Digital tools for English lessons - dr Yuliya Asotska – Wierzba**

In the globalised world, technology is omnipresent in our lives and exerts a huge influence on humanity, especially on the young generation. The learners we are teaching at the moment expect their teachers to use IT tools in the educational process. Meanwhile, in 2018, the European Commission proposed updated Key Competences that should be implemented at schools. These competences include the enhancement of the ability to use information technologies and foreign languages. Moreover, according to the latest data from the European Commission, 90% of future jobs will require ICT skills. Taking the above into account, it is important for teachers of English to implement e-tools in the educational process in order to engage learners and prepare them for the future.

During my workshop, we will be discussing the importance of developing IT skills and how this is directly linked to Lifelong Learning. We will analyse the generational gap and the way this influences education. The attendees will be introduced to some easy-to-use e-tools that can form a useful part of any teaching repertoire (e.g. AnswerGarden, Socrative,). Towards the end, we will look at a bookmarking tool of use when organizing a teacher online toolkit.

**13:20 – 13:40 Coffee break**

**13:40 – 14:40 Using technology to cope with teacher stress and burnout**

**dr Joanna Pitura , Sylwia Sotwin, Aleksandra Ćwikła (Koło Naukowe SNEC)**

Teachers are among the professionals who are most exposed to the operation of chronic occupational stress and who often develop burnout symptoms. Teacher wellbeing can be negatively affected by a number of factors, such as social interaction at school, workload, work responsibilities, atmosphere at work and technical conditions. It is important to alleviate the arising strain because chronic exposure to these stressors may eventually lead to burnout. The existing technology can help teachers deal with these job demands and can be used to in a number of areas, including work management, lesson planning, student assessment and many more. The aim of this workshop is to help teachers develop strategies to cope with occupational stress in order to make teaching sustainable. The participants will be familiarised with the nature of teacher stress and burnout and presented a variety of digital tools (e.g. Class Dojo, Todoist, Plickers, Socrative, Pocket, Slack) that can be applied to deal with their job demands.