



Chat GPT and basic AI Tools

Berlin 5 al 10 de Agosto 2024

María Pellón Gómez-Calcerrada

05.08. 2024. - 10.08.2024., EUROPASS BERLIN
Chat GPT and Basic AI Tools



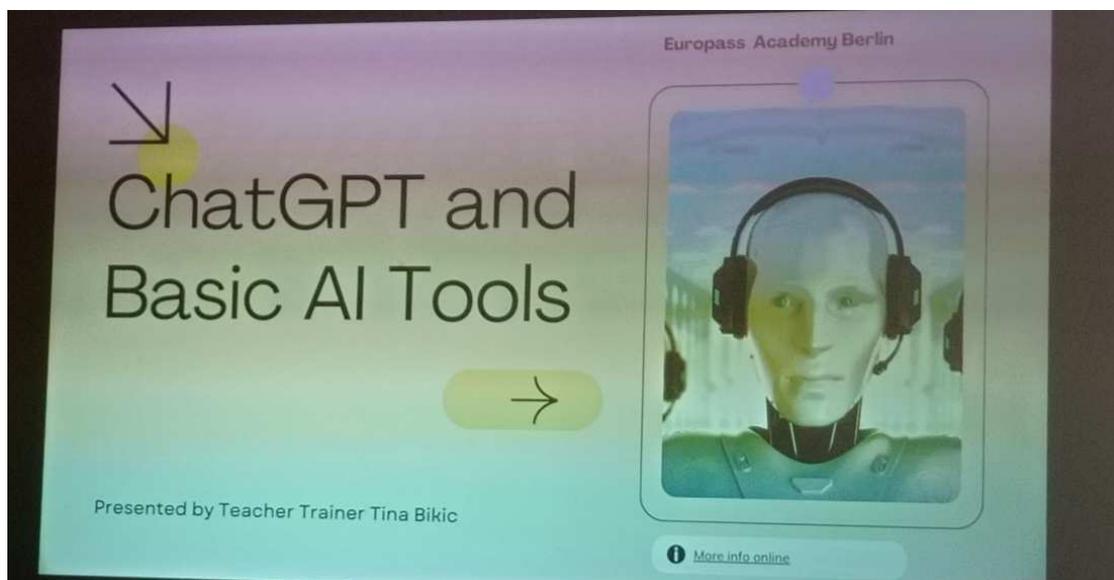
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
14:00 - 15:30	Introduction to the Course Learning Outcomes External Activities	Understanding of the new AI landscape and what it means for education	Introduction to AI Prompt process	Creating custom educational chatbot	Create a lesson plan using AI basic tools	Cultural activities
15:30 - 15:45	Break	Break	Break	Break	Break	
15:45 - 17:15	Icebreakers and presentation of participants' schools	AI Tools for students creativity, collaboration and communication	Using AI to create engaging lessons	Creating custom educational chatbot	Present your lesson plan using AI basic tools	
17:15 - 17:30	Break	Break	Break	Break	Break	
17:30 - 18:30	Course discussion	AI Tools for students creativity, collaboration and communication	Using AI to create engaging lessons	AI assesment tools	Course evaluation Certificates	

Further information about the cultural activities are available on each location webpage.

teacheracademy.eu

Teacher Trainer: Tina Bikic

info@teachertraining.eu



Lunes, 5 de agosto

En primer lugar, tuvimos la presentación del curso, sus objetivos, consejos sobre Berlín, las actividades por la ciudad, las presentaciones de cada uno de los participantes y unas actividades en grupo para romper el hielo. Se trataba de una baraja de cartas con preguntas personales para que cada uno contara una historia. Sirve para dar a conocer un poco a los integrantes de un grupo y por extensión a los alumnos en una clase en una primera toma de contacto. La segunda ronda consistió en lo mismo pero cada persona con una carta elegía quién respondía.

Estas son algunas capturas de pantalla de mi presentación.

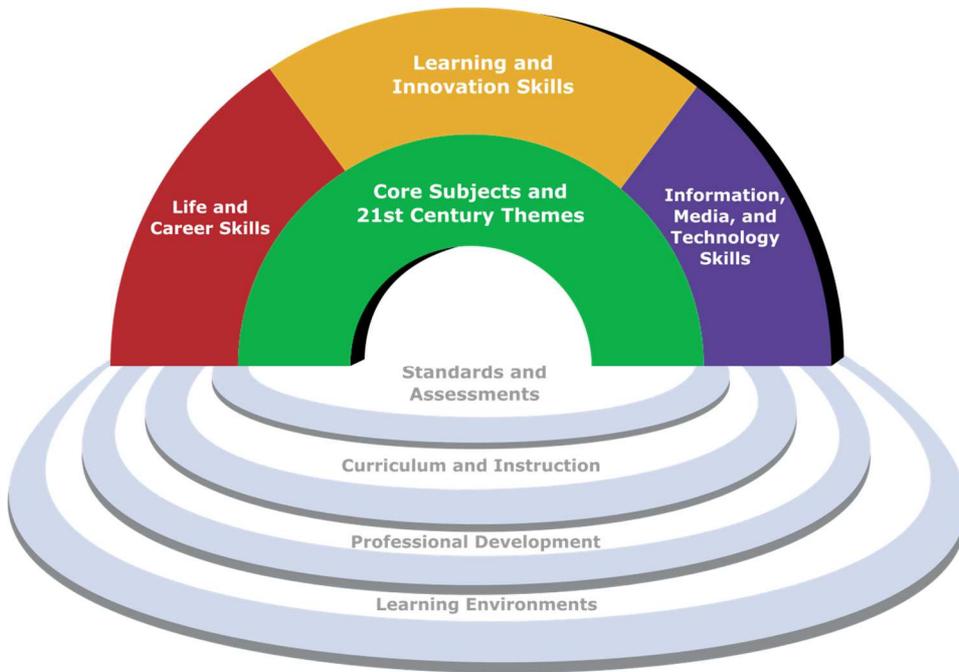
<p>2023-1-ES01-KA131-HED-000124807</p>  <p>Cofinanciado por la Unión Europea</p>		
<p>ChatGPT and Basic AI Tools Course</p>		
	<p>María Pellón León (Spain)</p>	
<p>MY SCHOOL</p>		

Martes, 6 de agosto

Por la mañana tuvimos una visita guiada por la ciudad por la zona de la puerta de Brandeburgo, el parlamento, restos del muro y el Check-Point Charlie.

Por la tarde comenzamos con un vídeo sobre las competencias del siglo XXI, reflexionando en cómo los alumnos en realidad consumen tecnología, pero no saben producirla. Hay que aunar el aprendizaje formal con el informal. Es importante la curiosidad y probar distintas técnicas, viendo cuál se ajusta a nuestra realidad.

<https://www.youtube.com/watch?v=c0xa98cy-Rw>



The 4 C's to 21st Century Skills:

-  Communication
-  Collaboration
-  Critical thinking
-  Creativity

 PowerSchool

Figure 1 - P21 Framework for 21st Century Learning

21st Century Skills

How today's students can stay competitive in a changing job market

Learning Skills



critical thinking



creativity



collaboration



communication

Literacy Skills



information



media



technology

Life Skills



flexibility



leadership



initiative



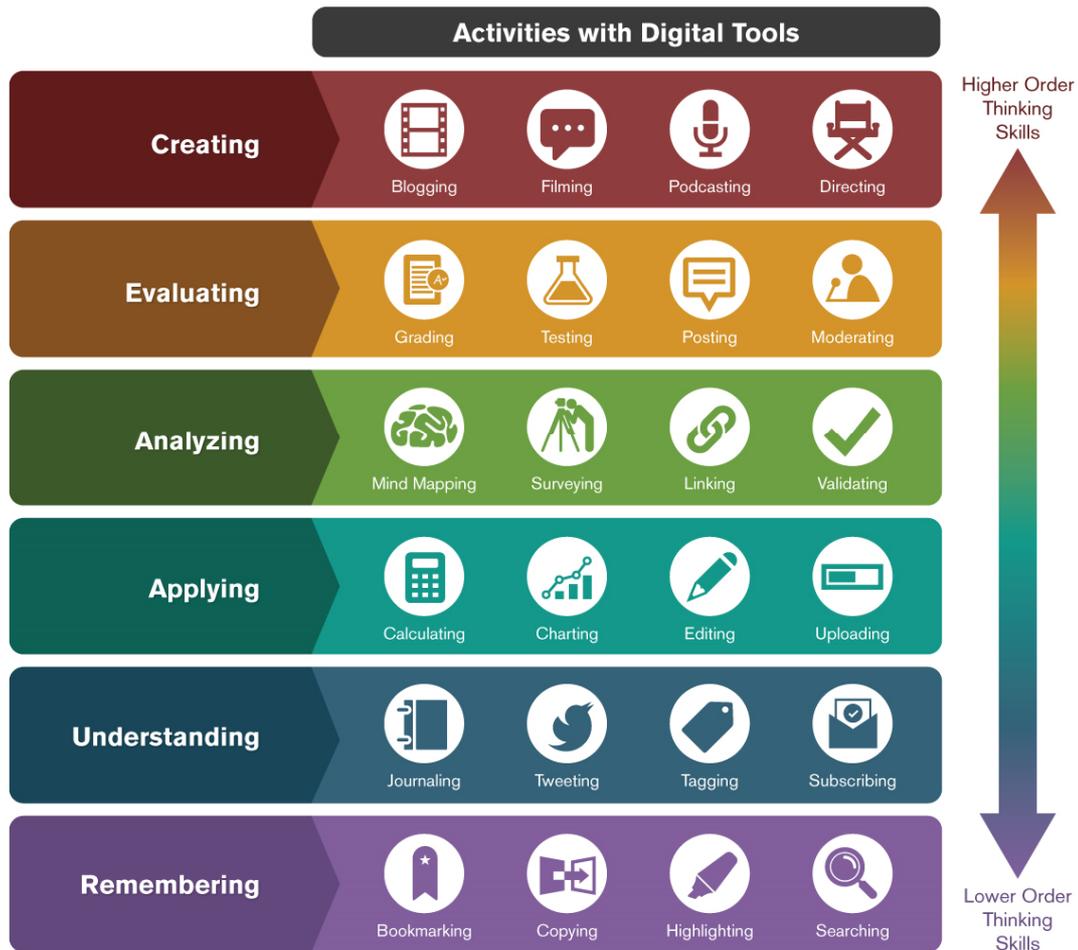
productivity



social skills

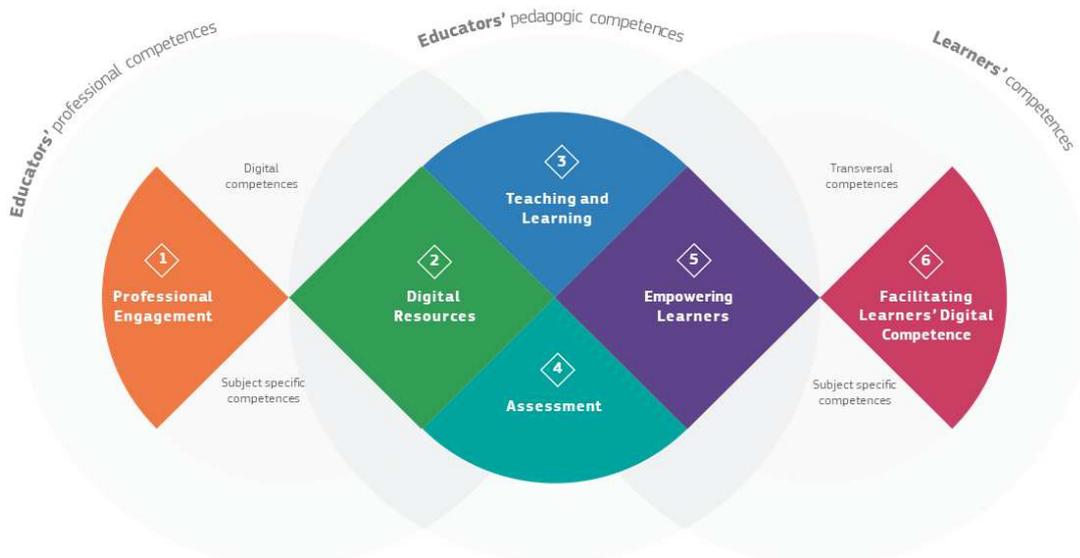


Bloom's Digital Taxonomy



Tratamos sobre la acreditación de la competencia digital a través de la UE.

https://joint-research-centre.ec.europa.eu/digcompedu_en

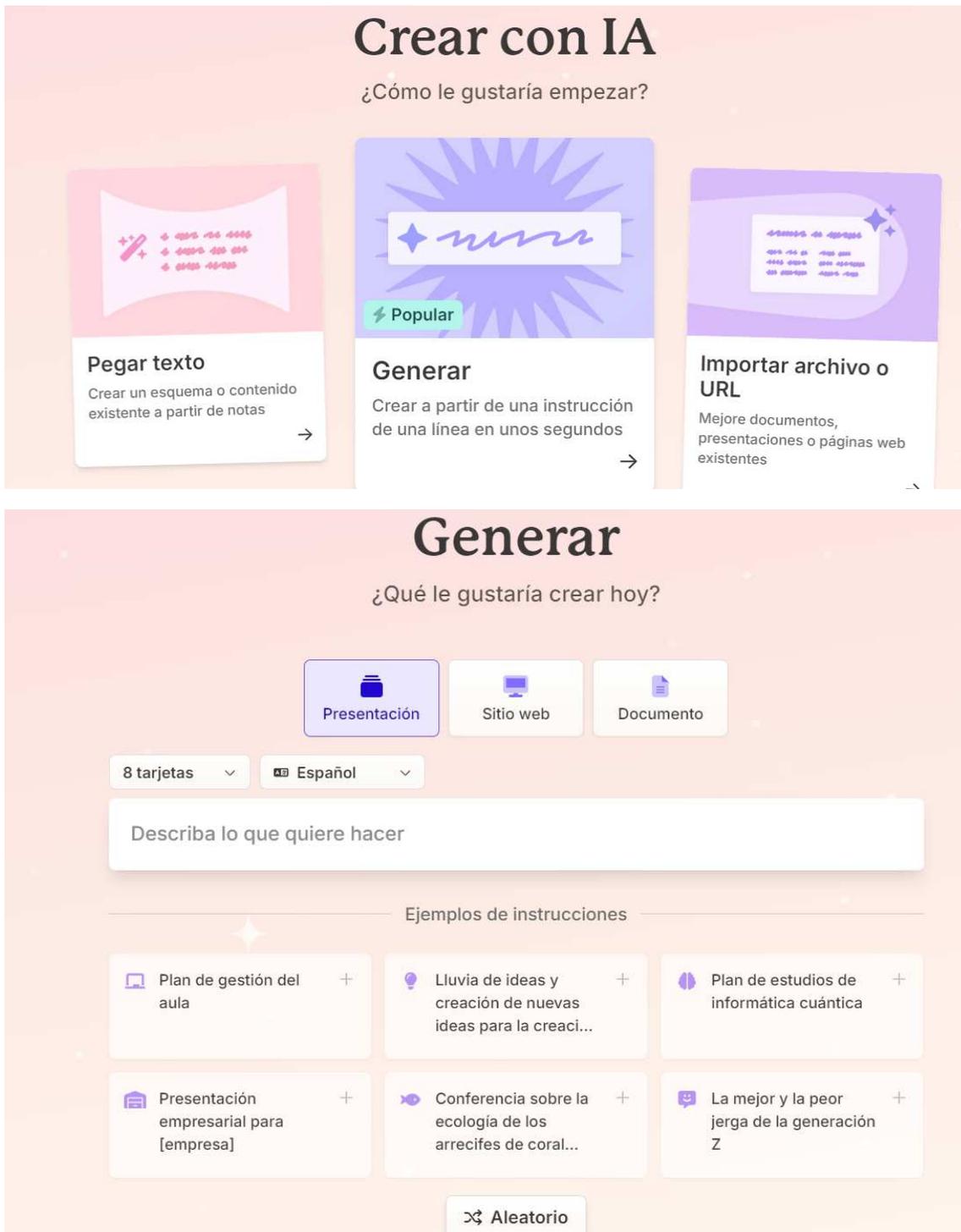


Realizamos el *selfie for teachers*, al igual que hicimos en el primer trimestre en el instituto el curso pasado. Se recomienda hacer una vez al año para ver si se mejora.

<https://educators-go-digital.jrc.ec.europa.eu/dce/educator/dashboard>

Aplicación para crear presentaciones, documentos o webs. 10 diapositivas gratis.

<https://gamma.app/>



Página para crear correos temporales al abrir tantas cuentas para las aplicaciones.

<https://temp-mail.org/>

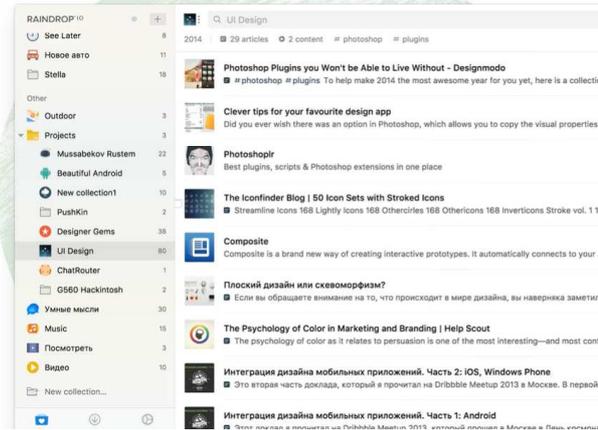
Para ordenar las páginas web y marcadores en carpetas o categorías. También permite subir archivos en pdf.

<https://raindrop.io/>

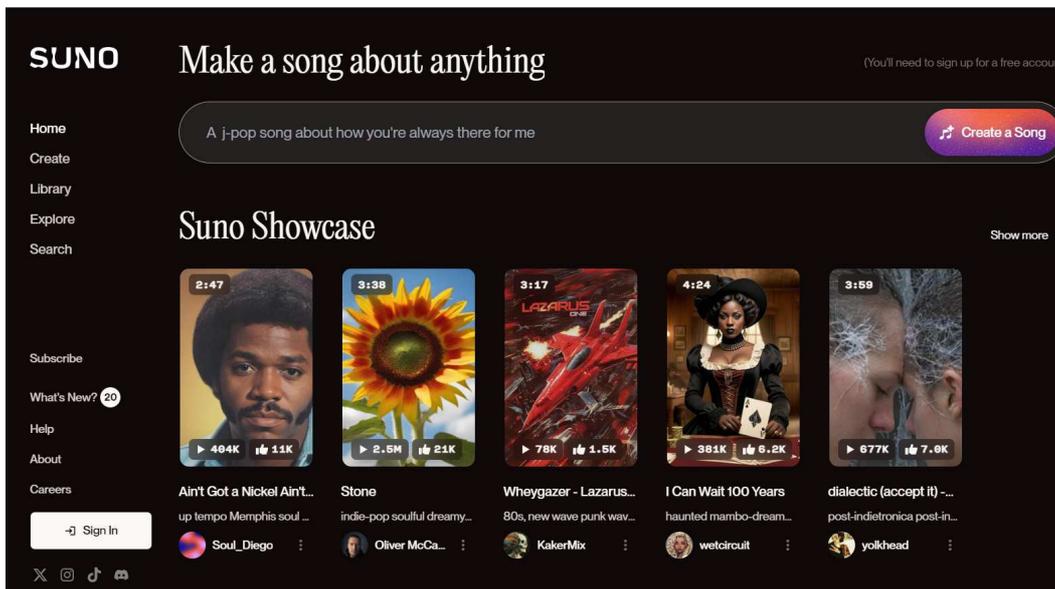
All-in-one bookmark manager

Intuitive. Powerful. Runs everywhere

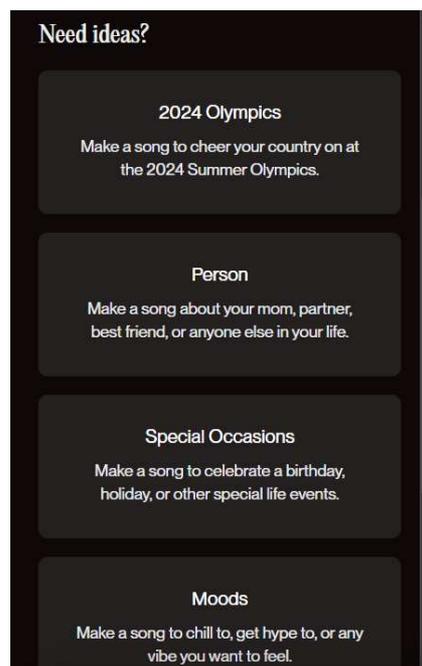
[Sign up](#) [Download app](#)



Para crear canciones

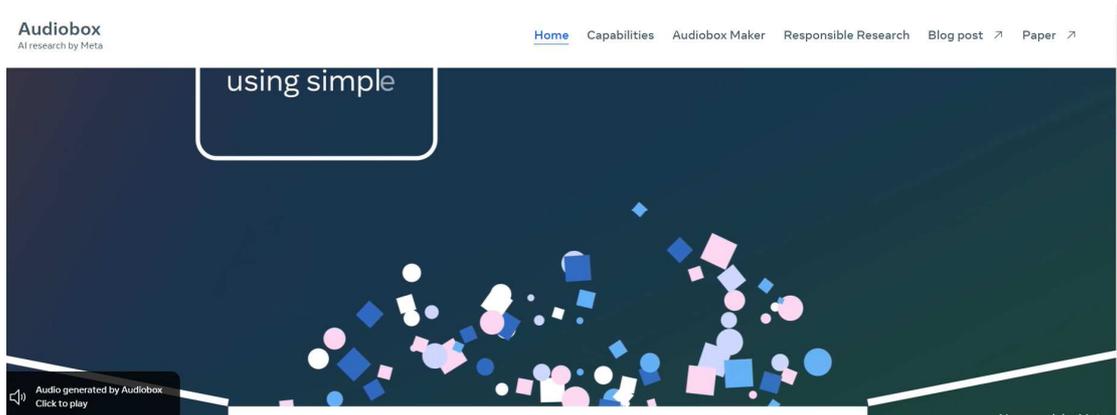


Hay que dar indicaciones para poder crear la canción (género, contenido, etc.).

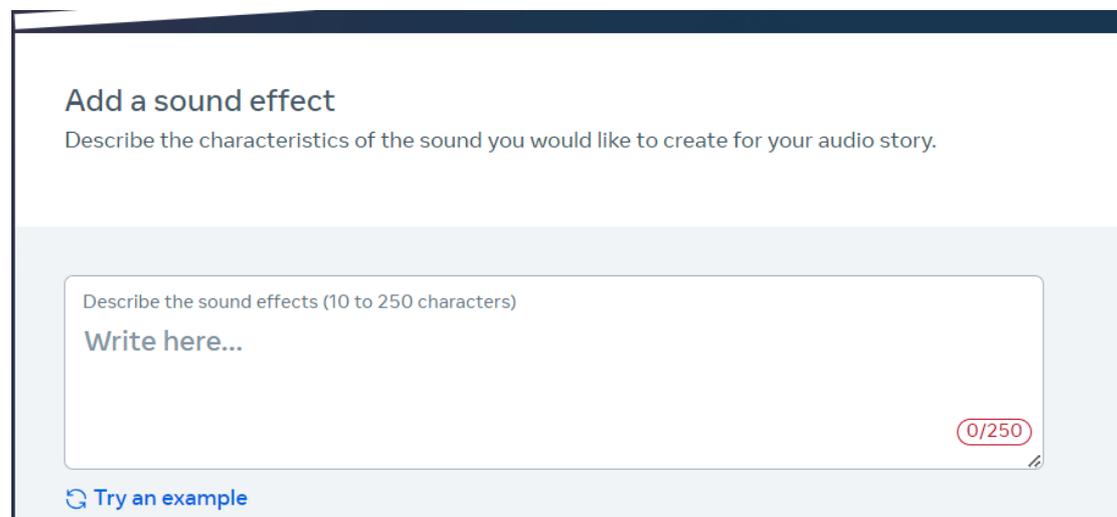
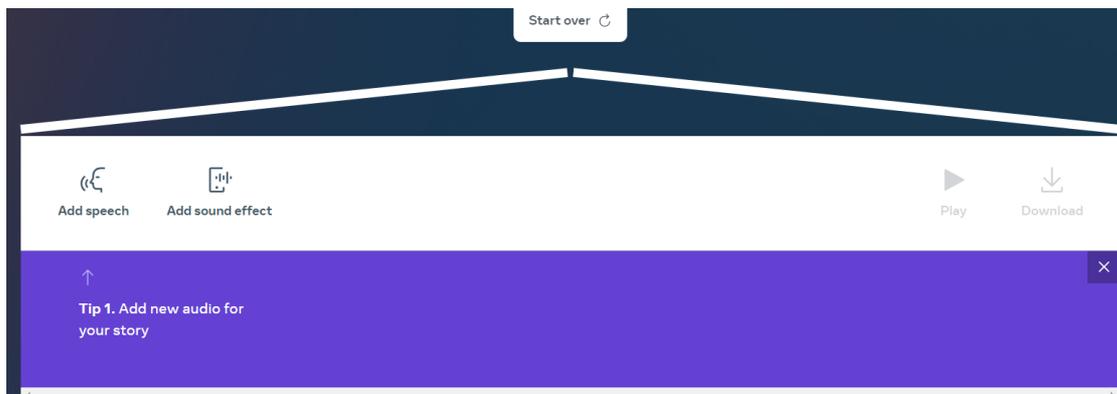


Para crear podcasts o historias. Permite cambiar voces y generar efectos de sonido.

<https://audiobox.metademolab.com/>



Clicar en *audiobox maker*



Hacer podcast, editar texto, voces, etc.

<https://www.youtube.com/watch?v=Maz0TVyTwiw>

Para realizar proyectos con vídeos y podcasts.

<https://www.descript.com/>

What is the first project you are making with Descript?

Select one

 Video content	 Podcasts	 Clips & highlights
 Exportable transcripts	 Video messages	 Something else

Varias de las aplicaciones son gratis, pero con limitaciones.

Se realiza también una pequeña introducción sobre Canva para las presentaciones.

https://www.canva.com/es_es/

Como principal novedad es que ya cuenta con inteligencia artificial

Como entretenimiento probamos los recursos sobre IA que está preparando Google. Todavía algunos no están disponibles.

<https://labs.google/>

Por ejemplo, a modo de juego, probamos a crear recetas mezclando países.

<https://artsandculture.google.com/experiment/food-mood/HwHnGalZ3up0EA?cp=e30>.



← BACK TO GENERATE

Food Mood

Crimson Tango

France Spain

A delicate and refreshing starter that combines the vibrant flavours of Spain and France, featuring a symphony of seafood and zesty citrus.

🍽️ serving 2 ⌚ time 20 min

INGREDIENTS

- 4 medium-sized ripe tomatoes
- 1 medium-sized red onion
- 1 small bunch of fresh mint
- 100g mixed seafood
- 1 lemon
- 3 tbsp olive oil
- Salt and black pepper to taste

Krea. Para crear imágenes

<https://www.krea.ai/home>

Para vídeos

<https://pika.art/home>

<https://www.youtube.com/watch?v=6b10jGNNbXQ>

En todos los casos hay que dar instrucciones concretas para la creación. Se necesita conocimiento, no solo la invención de la aplicación.

Miércoles, 7 de agosto

Se proporciona un documento con el guion para adaptar a las necesidades de cada profesor: destinatarios, edad, lenguaje adecuado, contexto, etc.

1 Create Authentic Assessments Using an AI Chatbot

In ChatGPT or your favorite AI chatbot, cut and paste the following prompt to help you create authentic assessments for your students. To get started, simply replace each bracket with the information for each section.

Authentic Assessment Prompt

You are an expert teacher, proficient in developing innovative and effective authentic assessments that enable students to develop and exhibit their learning. Your task is to create [NUMBER] authentic [FORMATIVE OR SUMMATIVE] assessments for my [GRADE LEVEL AND SUBJECT] class studying [TOPIC]. The assessments should measure [CONTENT STANDARD]. The assessments should emphasize real-world application, complex tasks, varied response formats, and meaningful feedback. [OPTIONAL IF SUMMATIVE: INCLUDE VERIFICATION THAT THE STANDARD WAS ACHIEVED]. The [FORMATIVE OR SUMMATIVE] assessments should engage students and effectively demonstrate their learning, as well as enhance their skills and understanding of the subject in meaningful ways. Be creative and unique, do not [INSERT ANY REMAINING SPECIFICATIONS].

Probamos a elegir cada participante tres plantillas, adaptarlas a nosotros, y probar en ChatGPT cómo se realiza. Lo importante es dar cantidad de detalles.

Por ejemplo, creo un cuestionario para los alumnos de 4º de ESO de Historia sobre la Guerra Fría con 20 preguntas y solucionario.



Certainly! Here's a 20-question multiple choice quiz about the Cold War, designed for 15- and 16-year-old History students, along with an answer key.

Cold War Quiz

Questions

1. What was the primary ideological conflict during the Cold War?
 - a. Democracy vs. Monarchy
 - b. Communism vs. Fascism
 - c. Communism vs. Capitalism
 - d. Nationalism vs. Globalism
2. Which two superpowers were involved in the Cold War?
 - a. United States and China
 - b. United States and Soviet Union
 - c. United States and Germany
 - d. Soviet Union and Japan

Answer Key

1. c. Communism vs. Capitalism
2. b. United States and Soviet Union
3. b. To rebuild Europe after World War II

A continuación, pido 5 actividades de evaluación sumativas para el mismo nivel sobre Ana Frank.



Certainly! Here are five authentic summative assessments for a History class studying Anne Frank. Each assessment is designed to measure students' understanding of Anne Frank, her background, her problems, her kind of life, and her feelings. These assessments emphasize real-world application, complex tasks, varied response formats, and meaningful feedback.

1. Diary Entry Recreation and Analysis

Task: Students will choose a specific date from Anne Frank's diary and recreate a diary entry from the perspective of another person hiding in the Secret Annex. They will then write an analysis comparing their recreated entry to Anne's original entry, focusing on similarities and differences in experiences and emotions.

Instructions:

- Choose a date from Anne Frank's diary.
- Write a diary entry for that date from the perspective of another person hiding in the Secret Annex (e.g., Margot Frank, Otto Frank, Edith Frank, or Fritz Pfeffer).
- Include details about daily life, interactions, and emotional responses.
- Write a 500-word analysis comparing the recreated entry to Anne's original entry. Discuss

2. Historical Timeline Project

Task: Students will create a detailed historical timeline that includes significant events from Anne Frank's life, key events of World War II, and important moments in the history of the Holocaust. The timeline should highlight how these events are interconnected.

Instructions:

- Research and list 10 significant events from Anne Frank's life.
- Identify 10 key events of World War II and 10 important moments in the history of the Holocaust.
- Create a chronological timeline that visually represents these events.
- Write brief descriptions for each event, explaining its significance and how it relates to Anne Frank's experiences.

Verification of Standards Achieved:

- Comprehensive understanding of Anne Frank's life and historical context.
- Ability to connect personal history with broader historical events.

Si no se está satisfecho con la respuesta, pedir a ChatGPT que corrija cosas.

Le pido una rúbrica para evaluar a mis alumnos sobre predicciones meteorológicas.

Weather Forecast Presentation Rubric

Criteria	5 - Excellent	4 - Good	3 - Satisfactory	2 - Needs Improvement	1 - Poor
Content Accuracy	All weather information is accurate and thoroughly researched.	Most weather information is accurate with minor errors.	Weather information is generally accurate but lacks detail.	Weather information contains several inaccuracies.	Weather information is mostly inaccurate.
Understanding of Concepts	Demonstrates a deep understanding of weather and climate concepts.	Demonstrates a good understanding of weather and climate concepts.	Demonstrates a basic understanding of weather and climate concepts.	Demonstrates limited understanding of weather and climate concepts.	Demonstrates little to no understanding of weather and climate concepts.
Presentation Skills	Presentation is engaging, clear, and well-organized.	Presentation is clear and organized, with minor engagement issues.	Presentation is somewhat clear and organized, but lacks engagement.	Presentation is unclear and poorly organized.	Presentation is confusing and disorganized.

Finalmente, le pido un “*exit ticket*”, que es como una actividad final sobre un tema. Me crea cinco tipos de actividades diferentes sobre la atmósfera para 1º de ESO en Geografía.

You are an expert educator and lesson planner, skilled at creating engaging, hands-on activities for students that help reinforce their learning. Your task is to create 5 "exit ticket" ideas I can use in my 12 and 13 years old Geography class at the end of a the atmosphere lesson on layers and components. The exit ticket activities/questions should be very brief and should serve as a form of assessment to gauge students' understanding of the material covered.

 Sure! Here are 5 engaging and brief exit ticket ideas to assess your 12 and 13-year-old Geography students' understanding of the atmosphere's layers and components at the end of the lesson:

Exit Ticket 1: Quick Quiz

Instructions: Answer the following multiple-choice questions.

1. Which layer of the atmosphere is closest to Earth?
 - a) Stratosphere
 - b) Troposphere
 - c) Mesosphere



Exit Ticket 2: Layer Match-Up

Instructions: Match each layer of the atmosphere with its correct description.

1. Troposphere
2. Stratosphere
3. Mesosphere
4. Thermosphere
5. Exosphere

- a) Contains the ozone layer.
- b) The outermost layer, where the atmosphere thins out into space.
- c) The layer where weather occurs.
- d) The layer with the highest temperatures.
- e) The layer where meteors burn up.

Exit Ticket 3: One-Minute Summary

Instructions: In one minute, write a brief summary of what you learned about the layers of the atmosphere today. Focus on the main components and functions of each layer.

Exit Ticket 4: Diagram Labeling

Instructions: Label the following diagram with the correct names of the layers of the atmosphere and one key fact about each layer.

- Diagram: [Provide a simple diagram with layers of the atmosphere without labels.]

Exit Ticket 5: 3-2-1 Reflection

Instructions: Reflect on today's lesson by completing the following:

1. 3 things you learned about the layers of the atmosphere.
2. 2 questions you still have about the atmosphere or its components.
3. 1 interesting fact you found surprising or memorable.

These exit ticket ideas will help you quickly gauge your students' understanding of the atmosphere's layers and components, and provide a snapshot of their learning and any areas that may need further clarification.



Es importante indicar el papel de la persona que escribe (en este caso un profesor), el contexto (lo que se quiere hacer y a quién está destinado), seleccionar el vocabulario adecuado, el idioma simplificado, estructurado en puntos, establecer prioridades y compartir *feedback*. Hay que especificar al máximo, número de alumnos, tiempo, contexto de los alumnos, etc.

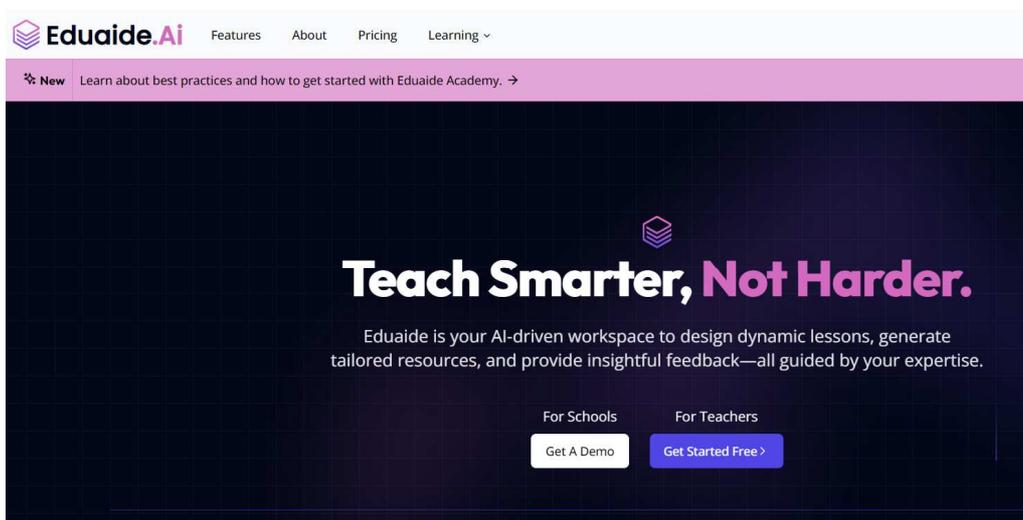
Se le puede pedir que modifique formato, idioma, que resuma, etc. Se le puede pedir cómo ayudarle para ser más preciso, se le puede dar más ejemplos.

Además de temas educativos, puede asesorar. Se le pueden contar problemas y dificultades.

A continuación, se nos presentaron más aplicaciones similares a ChatGPT.

<https://www.eduaide.ai/>

Con esta aplicación hay que elegir la materia, la edad, seleccionar el tipo de actividad y el tema. Deja 15 pruebas gratis.



Eduaide.AI << **Content Generator** New Card

Subject: Science | Grade: Upperclass (Students Grade 11-12)

Planning | Information Objects | Independent Practice | Cooperative Learning | Gamification

- Lesson Seed**: Plan structured, comprehensive lessons incorporating diverse techniques and activities aligned to specific objectives.
- Unit Plan**: Plans for long-term instructional sequences that build knowledge progressively and reinforce learning over time.
- Prior Knowledge + Scaffolding**: A list of methods for scaffolding prior knowledge necessary for students to engage with to-be-learned material.
- Learning Objective + Success Criteria**: Student-focused learning objectives with scaffolded success criteria and aligned assessment measures.
- Engagement Activities**: Activities to spark curiosity, activate prior knowledge, and focus students on learning objectives.
- Assessment Measures**: Evaluate students' level of attainment in pursuing mastery of course content.
- Rubric**: Objective, criteria-based rubrics to fairly assess student work and provide clear, actionable feedback.
- Evidence Statements**: Evaluate students' pursuit of mastery with measures aligned to a taxonomy of educational objectives.
- Lesson Plan - 5 E's**: Lessons built using the 5 E's Model: Engage.
- Lesson Plan - Gagné's Nine Events of Instruction**

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- Open a saved resource
- Create an empty card
- AI Disclaimer

Content Generator

Subject: Social Studies | Grade: Upperclass (Students Grade 11-12)

Planning | Information Objects | Independent Practice | **Cooperative Learning** | Gamification

Jigsaw Activity

Jigsaw Activity to facilitate collaborative learning.

Debate

Educational debates to encourage reasoning, communication, and collaboration among peers.

Learning Stations

Stations in which students engage with content specific tasks.

Think-Pair-Share

TPS to utilize cooperation to improve student engagement and learning outcomes.

Project Based Learning

Synthesis-level projects to foster critical thinking.

Team Based Activity

Engage students in collaborative learning with a group activity protocol.

Kagan List

Wide variety of Kagan Cooperative Learning Structures

Film Project

Develop scenes for students to act out to showcase or explain any topic.

Compass Conversation Pieces

Guide the internalizing and owning of learning topic.

Topic or Keyword(s)

Jigsaw Activity

Jigsaw Activity to facilitate collaborative learning.

Learning Stations
Stations in which students engage with content specific tasks.

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Synthesis-level projects to foster critical thinking.

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Wide variety of Kagan Cooperative Learning Structures

Compass Conversation Pieces
Guide the internalizing and owning of learning topic.

Topic or Keyword(s)
Cold war

2/15 Enhance

Debate

Educational debates to encourage reasoning, communication, and collaboration among peers.

Think-Pair-Share
TPS to utilize cooperation to improve student engagement and learning outcomes.

Team Based Activity
Engage students in collaborative learning with a group activity protocol.

Film Project
Develop scenes for students to act out to showcase or explain any topic.

Jigsaw Activity: The Cold War

Overview
In this Jigsaw activity, students will work in groups to explore different aspects of the Cold War. Each group will become "Experts" on their assigned topic and will later collaborate with students from other groups to share their knowledge.

Groups and Topics

- Group A: Causes of the Cold War
- Group B: Major Events of the Cold War
- Group C: Key Figures of the Cold War
- Group D: Impact of the Cold War on Society
- Group E: End of the Cold War and its Aftermath

Group A: Causes of the Cold War

Content to Cover:

- Ideological Differences: Capitalism vs. Communism
- Post-World War II Power Dynamics
- The Iron Curtain and Division of Europe
- Events leading up to the Cold War: Yalta Conference, Potsdam Conference

Key Questions:

Bingo Style

Turn your lesson into a Bingo game.

Historical Timeline Game
Get a range of Historical events and have students put the in order

Battleship Style
Strategy type guessing game.

This or That?
Challenge students thinking by making them commit to a choice.

Topic or Keyword(s)
Cold war

3/15 Enhance

Add To Workspace

Escape Room

Time-bound immersive adventure experience

Jeopardy Style
Compete in a content specific trivia style game.

Review Game
Engage students with a game about any specified topic.

Battleship Game Board: Cold War Edition

Game Board

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

Review Questions (Ships)

- Question 1:** What was the primary purpose of NATO during the Cold War?
- Question 2:** Define "Iron Curtain" and its significance.

Una vez que se crea el recurso permite hacer modificaciones.

Bingo Style-2024-08-07-14:35
↻ 🔍 ✎ 📄

B	I	N
Berlin Wall	Iron Curtain	Containment
Cuban Missile Crisis	McCarthyism	Proxy Wars
Space Race	FREE	Easter
Korean War	Vietnam War	Red Scare
Glasnost	Perestroika	Bay of Pigs

Extract Keywords

Generate Headings

Chunk Text

Summarize

Remediate (Beta)

Increase Lexile

Decrease Lexile

Translate to Spanish

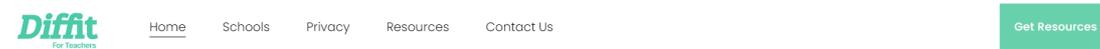
Translate to French

Generate Answer Key

Para el profesorado de inglés es útil esta aplicación. Solo se nos indica, no se nos presenta esta aplicación.

<https://twee.com/>

Diffit <https://web.diffit.me/> Permite imprimir los documentos que se generan.



Learning resources for all.

Teachers use Diffit to get “just right” instructional materials, saving tons of time and helping all students to access grade level content

Teachers Start Here



Get “just right” resources for...

🔍 Literally Anything 🔗 An Article or Video (URL) 📄 Any Text or Excerpt

1. Search for a topic, theme, or question here. Be as specific as possible!

Enter topic here (e.g. "Mitosis", "Why didn't the U.S. participate in Treaty of Versailles?") Nonfiction

🏷️ Align to Standards: [ELA](#) [History](#) [Science](#)

2. Choose an approximate reading level 5th Grade and language English

Generate Resources →

Genera fichas para trabajar con los alumnos.

Vocabulary Drag and Drop Slides

Vocabulary Practice

Instructions: drag the vocabulary term and match it to its definition.

Vocabulary Term	Definition
maneuvering	A hostile encounter or disagreement, especially one that could lead to violence.
propaganda	The skillful use of strategy and tactics to achieve a desired outcome.
confrontation	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
arsenals	A collection of weapons and ammunition, especially a large one belonging to a country or military force.
bipolar	Having two opposing or contrasting poles or forces.

2 / 9

Description:
In this activity students move the vocabulary terms to match them with their definition.

It also includes pages for reading the article and taking notes, short answer questions, multiple choice questions, and a discussion worksheet for open-ended prompts.

Standards:
CCRA.L.6

Grade Levels:
K-12th

Subjects:
English Language Arts Social Studies Science Mathematics Art

Formats:
Digital 📄 📱 🖨️

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Para crear vídeos

<https://simpleshow.com/>

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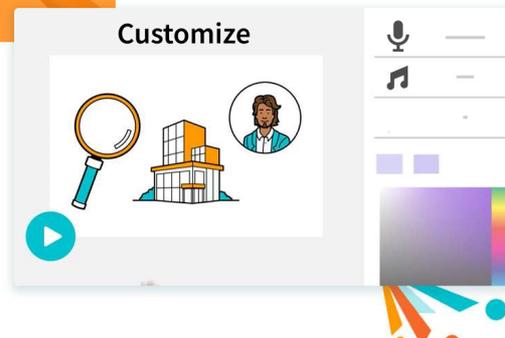
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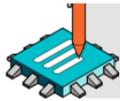
simpleshow gives you the power to create simple and engaging videos with an easy-to-use, AI-powered video maker platform.

Start creating

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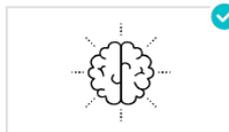


● ○ ○ ○ ○ ○ Topic



Let's create your story!

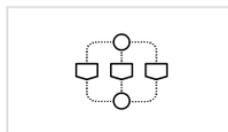
First, click on the category that best fits your topic.



Universal



Policy, Guideline



Workflow



Product, Software, Service



Change Management, Transition



Event, Meeting



FAQ, Q&A



Term, Definition

Jueves, 8 de agosto

Se nos proporcionan unas capturas de pantalla sobre simuladores, mentores, tutores, estudiantes, etc. Son *prompts*, es decir, instrucciones.

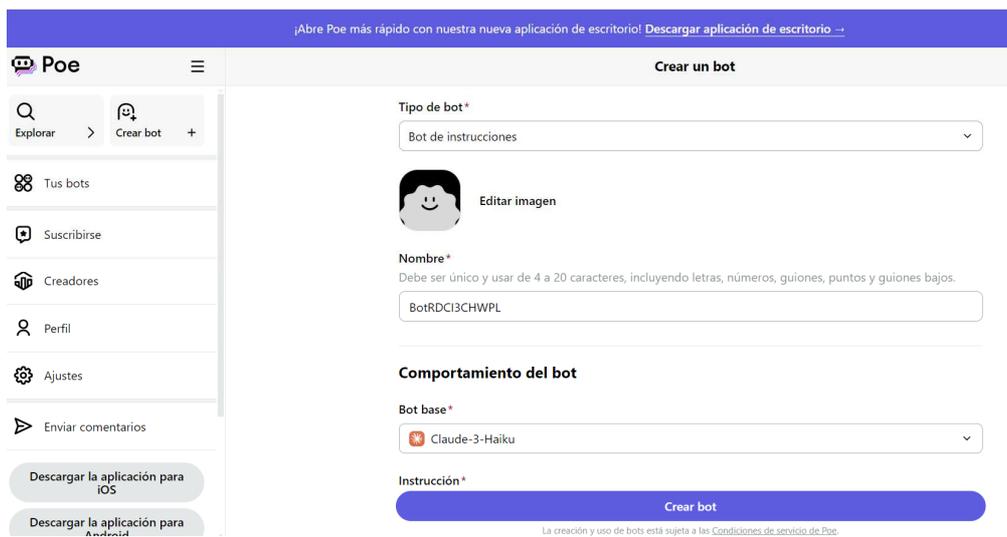
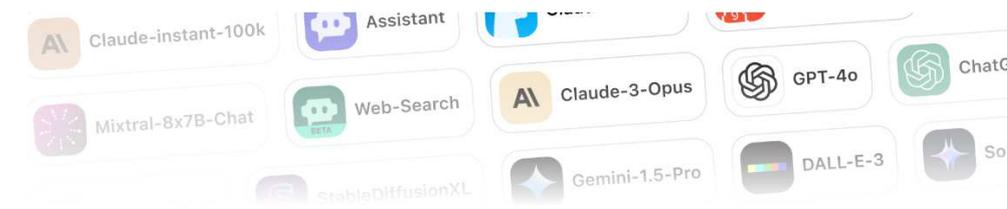
Probamos con el simulador: hay una plantilla modelo para generar actividades de rol. Cada frase corresponde con un color para explicar el objetivo, las instrucciones, la pedagogía y sus restricciones. Se trata de crear una situación de aprendizaje.

Para convertir una foto a texto

<https://www.imagetotext.info/>

Para usar esas plantillas usamos la siguiente aplicación.

<https://poe.com/login>



Creo una simulación de un juego de rol de un niño del Berlín oriental y su vida diaria.



Me pide consejos e interactuamos en una situación de juego de rol.

Try to resist. At the end you will rejoin with your family and friends and everything will be alright

BotRDCI3CHWPL Poe

Eyes widen with fear Resist? Are you crazy? You have no idea what you're saying! The Stasi have eyes and ears everywhere. If they even suspect I'm thinking about resisting, they'll haul me off to some gulag in Siberia.

My parents are always telling me to keep my head down and not cause any trouble. They say it's the only way we'll survive. Some of my friends have already disappeared after speaking out against the government. I can't risk that happening to me or my family.

But I have to admit, I'm tired of living in fear and being told what to do all the time. I dream of a day when we can be free, like our relatives in the West. Maybe if enough of us stand up together, we could overthrow this oppressive regime.

But I don't know if I'm brave enough. What if I get caught? The consequences could be devastating. My parents would be devastated. And who knows what they'd do to me.

looks around nervously again This is all too risky to talk about out in the open. Let's change the subject. Tell me more about life on the other side of the Wall. What's it like to live in freedom? I need something to dream about to get me through each day.

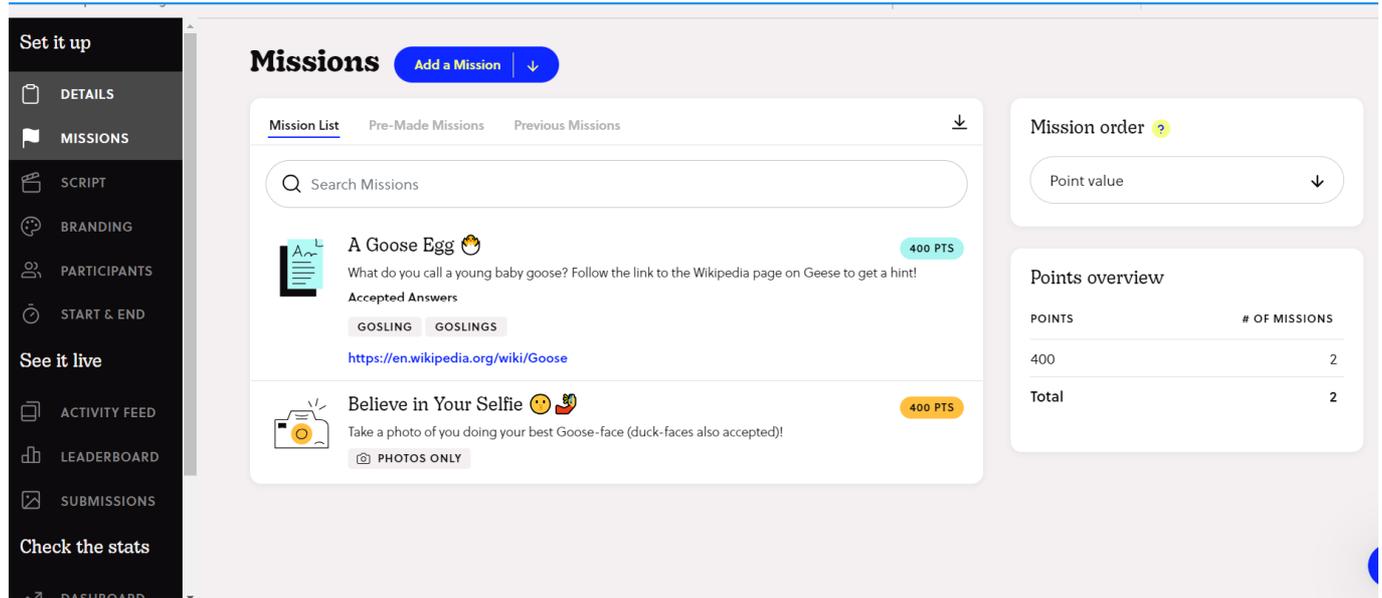
Probamos con otras plantillas para ver las posibilidades de uso en el aula. Simula el papel de un alumno y cómo repasar un tema, qué contenidos debe tener en concreto y cómo generar una actividad de síntesis original. También permite el rol de tutor para animar al alumno, ayudarlo con dudas educativas e incluso personales. Organiza grupos viendo el tipo de habilidades de los integrantes, etc.

Se puede compartir el bot con los estudiantes.

Goosechase

<https://www.goosechase.com/>

Se crean misiones para evaluar conocimientos. Se demuestra con fotos, vídeos o GPS. Se puede hacer fuera y dentro del aula. se puede revisar lo que hacen en directo, mandar mensajes o hacerles comentarios. Se unen a la misión con un código. Hay ajustar el tiempo de juego y crear los equipos.



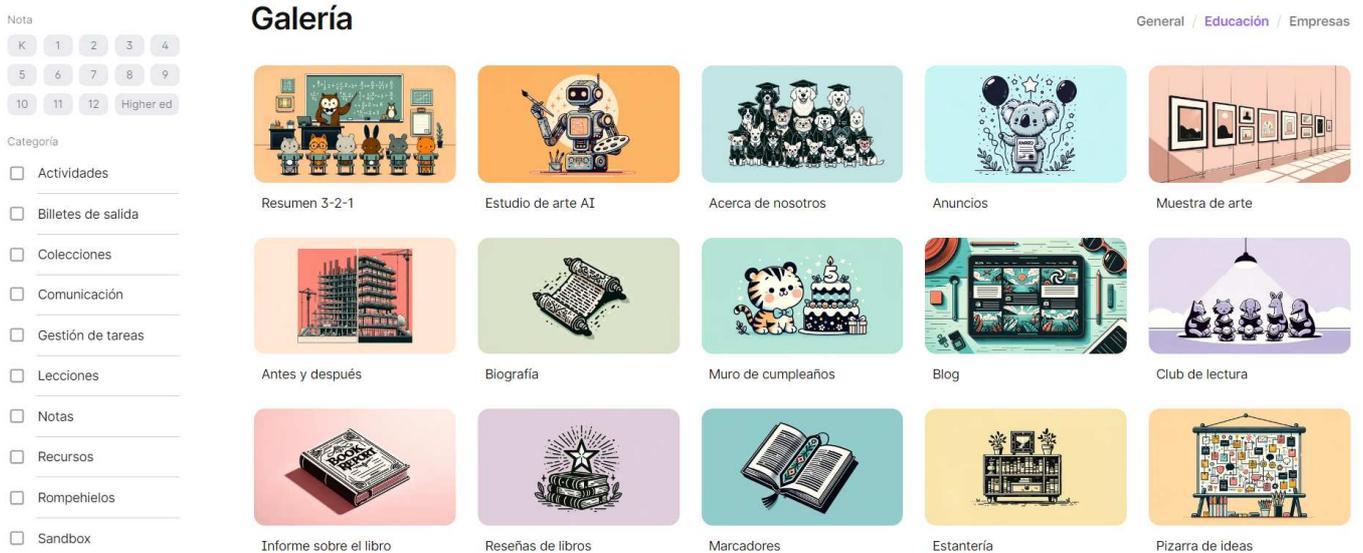
Siempre que se tengan dudas sobre cómo usar una aplicación y buscar ejemplos se puede recurrir a ChatGPT para preguntar.

Viernes, 9 de agosto

Se comienza con la presentación de Padlet.

<https://padlet.com/>

Permite tres murales gratis. Se pueden borrar.



Tiene recursos nuevos y ha integrado AI.

Recetas de IA BETA

A grid of ten AI recipe cards, each with an icon and a title. The cards are: Panel de debate (New), Creador de actividades de clase (New), Plan didáctico, Ideas para actividades de clase, Cronología de acontecimientos, Lista de lectura, Mapa de hechos históricos, Sondeos de evaluación, Criterios, and Tablero personalizado.

Recetas

Ver todo

A grid of eight recipe cards: Anuncios, Muro de cumpleaños, Reseñas de libros, Grupos de trabajo, Tablón de anuncios, Gestor de archivos, Encuestas, and Diario de lectura.

Permite crear unidades didácticas con IA.

A screenshot of a lesson plan titled 'Cold War Lesson Plan' with the subtitle 'Understanding the Historical Context and Key Events of the Cold War'. The plan is organized into five main sections: Learning Objectives, Instructional Activities, Assessment, Closure, and Homework. Each section contains AI-generated content, including learning objectives, essential questions, formative and summative assessments, group discussions, worksheets, and online games. A small text at the bottom left asks '¿Te gusta este tablero que la IA ha generado?' with a thumbs-up icon.

Se puede convertir en una presentación y descargar como PDF.

También crea mapas históricos o de acontecimientos con inteligencia artificial.

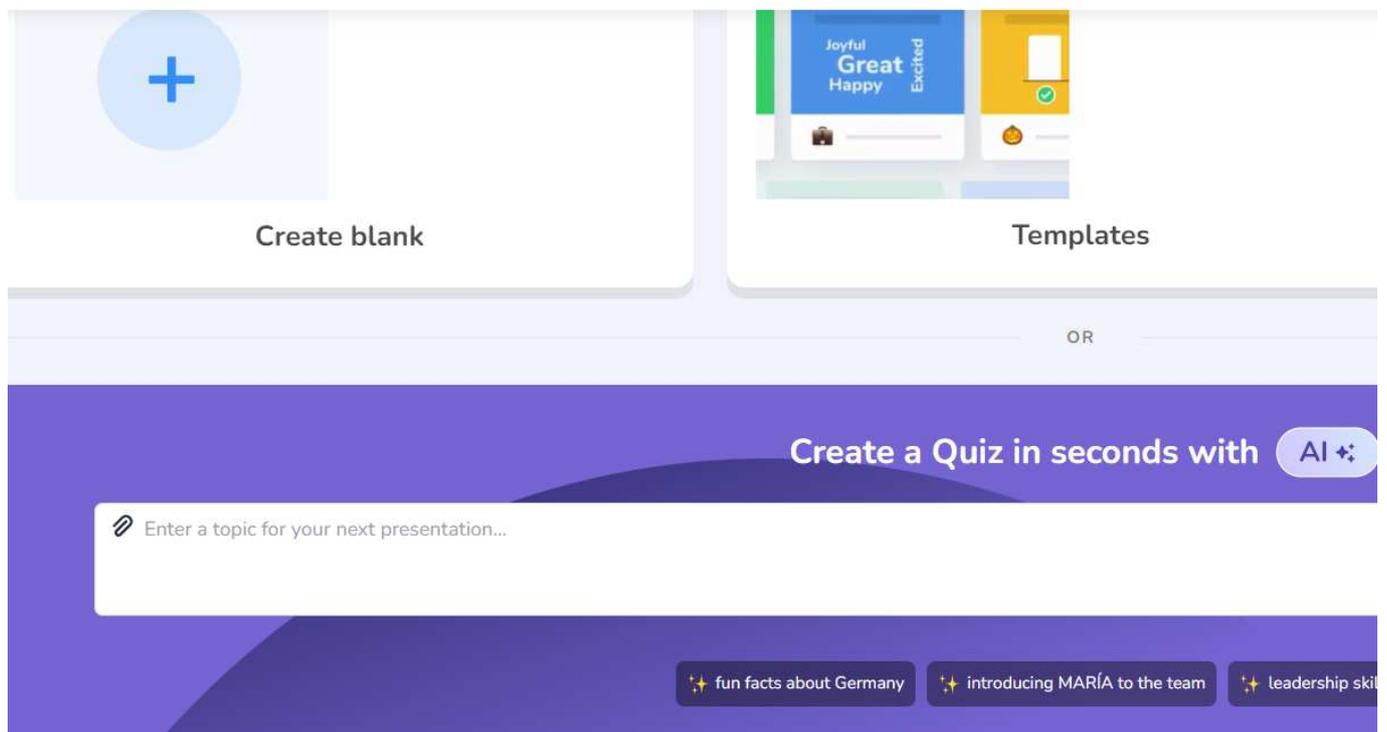
A screenshot of a Padlet board titled 'Cold War Events Map'. The board features a world map with several locations marked by red pins. A sidebar on the left lists key events with corresponding images: Yalta Conference (1945), Berlin Blockade and ... (1948-1949), Korean War (1950-1953), Hungarian Revolution (1956), Bay of Pigs Invasion (1961), Cuban Missile Crisis (1962), and Prague Spring (1968). A small text at the bottom left asks '¿Te gusta este tablero que la IA ha generado?' with a thumbs-up icon.

Otra aplicación es Ahaslides

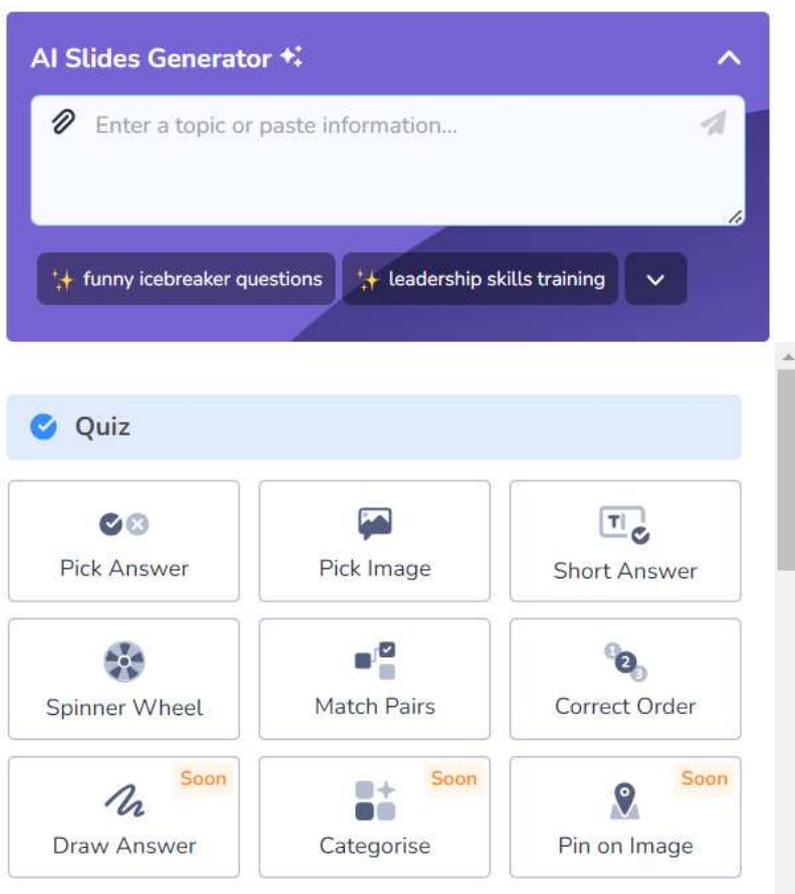
<https://ahaslides.com/>

Crea cuestionarios para jugar en directo en la clase.

 AhaSlides



Hay muchos tipos de cuestionarios.



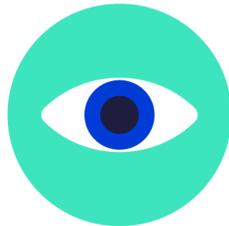
Para crear vídeos. Solo se nos nombra. No se explica la aplicación.

Haiper

<https://haiper.ai/>

Se nos presenta VARK. Un modelo para clasificar el estilo educativo: V (*visual*), A (*auditory*), R (*Reading or writing*) and K (*kinesthetic*)

VAR **K** LEARNING STYLES



Visual



Auditory



Reading / Writing



Kinesthetic

Se recoge cómo los alumnos aprenden mejor.

<https://vark-learn.com/el-cuestionario-vark/>

Se nos presenta VTS (*Visual Thinking Strategies*). Se comienza con una imagen. Primero se plantea qué sucede en la foto, después cómo llegan ese pensamiento y finalmente qué más pueden encontrar.

Se introduce Edpuzzle para hacer vídeos con preguntas.

<https://edpuzzle.com/>

Al final del curso cada asistente al curso preparó una unidad didáctica con las aplicaciones y recursos mostrados a lo largo de la semana. En mi caso incluyo capturas de la unidad creada a continuación.

LESSON PLAN

Presented by María Pellón

Welcome to today's lesson, where we embark on an exciting journey of discovery and learning. Our focus will be on the Cold War, a subject that not only enriches our knowledge but also broadens our perspectives. This lesson aims to engage your curiosity, encourage critical thinking, and foster a collaborative environment where every voice is valued. Throughout our session, we will explore key concepts, participate in interactive activities, and reflect on real-world applications of what we learn. By the end, you will have gained a deeper understanding and practical insights that you can carry forward. Let's dive in and make this a memorable and enlightening experience!

this was created thanks to Magic Write in Canva

INDEX

- Introduction
- Objectives and Outcomes
- Materials
- Warm-up
- Description
- Development and assessment

THE PROJECT

4°ESO: 15-16 years old (10th grade)
History
Cold War
2 sessions (50 min. each)



Objective 1

Learn the key events of the Cold War

Objective 2

Understand the different points of view according West or East side and their daily life

WARM UP

• 1ST

BRAINSTORMING ABOUT THE TOPIC (3 MIN.)

• 2ND

ASK QUESTIONS ABOUT WHAT THEY WOULD LIKE TO KNOW ABOUT THIS TOPIC (3 MIN.)

4c's: communication and critical thinking



MATERIALS

01

TEXT BOOK

02

INTERNET RESOURCES (mobile phone or computers)

03

SCREEN AND PROJECTOR

WARM UP

• 3RD

STUDENTS WILL READ THE THEORY OF THE TOPIC IN THEIR TEXT BOOKS (10 MIN.)

• 4TH

THEY WILL LISTEN TO THE EXPLANATION OF THE TEACHER (15 MIN.)

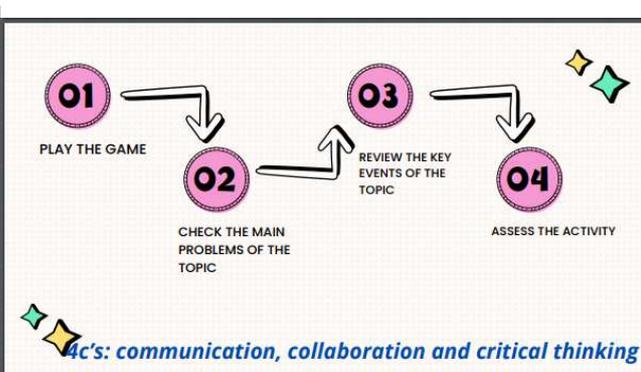
4c's: critical thinking



INSTRUCTIONS

The teacher will introduce the application they will use and explain its use

Eduaide.Ai



CREATE WORK TEAMS

The teacher will organise the students in teams of 4 or 5

Explanation about the game: Jeopardy

4c's: collaboration

Cold War Jeopardy Game Board

Categories	1 Point	2 Points	3 Points	4 Points	5 Points
Key Events	What was the Berlin Wall?	What was the Cuban Missile Crisis?	What was the Vietnam War?	What was the Korean War?	What was the Space Race?
Important Figures	Who was Joseph Stalin?	Who was Winston Churchill?	Who was John F. Kennedy?	Who was Nikita Khrushchev?	Who was Mikhail Gorbachev?
Political Ideologies	What is communism?	What is capitalism?	What is totalitarianism?	What is democracy?	What is socialism?
Organizations	What is NATO?	What is the Warsaw Pact?	What is the United Nations?	What is the Iron Curtain?	What is the Non-Aligned Movement?
Cultural Influence	What was the Red Scare?	What was McCarthyism?	What is the significance of rock music in the '60s?	What was the impact of TV?	What was the significance of the Olympics?

CONCLUSIONS

- check if the game works or not
- if it is challenging for them
- if they learn something or not



Assessment

Check the main problems while doing the activity (gaps in knowledge)

Assess the project they will produce thanks to this content (podcast, video, poster, etc.)



Al terminar se nos dio el diploma correspondiente.

Sábado, 10 de agosto

Tuvimos una visita guiada por la parte norte de Berlín, por la zona del muro, viendo casos concretos de personas que intentaron huir a la parte occidental.