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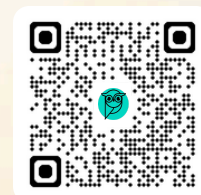
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MOVEMENT MATTERS:

BOOSTING ENGAGEMENT AND CONNECTION

Judy-Ann Green

I grew up with my sage-like grandfather, a man ahead of his time. One of his core axioms was, "**Move with purpose**," a principle he lived by and passed on to my parents, my siblings, and me. I still carry this wisdom with me today. When I began leading teaching and learning in my 20s, I found myself drawing upon my grandad's insights, realising how powerful movements could be in the classroom. As educational practices evolve, the significance of purposeful movement has become increasingly clear, particularly for engaging students with diverse learning styles, including those with unique needs like dyslexic thinking, dyscalculia, dysgraphia, ADHD, autism, and auditory or sensory processing, among others.

Julien Brunoir, an experienced educational and skills coach with over 15 years of dedicated service in improving educational standards, encapsulates this philosophy perfectly when he says, "The best teachers don't just stand in front of the classroom: they become part of the student's journey." This quote highlights the importance of active involvement in the learning process, suggesting that effective teaching goes beyond mere instruction; it requires teachers to engage deeply with their students, facilitating a more meaningful educational experience. This article explores how purposeful movement can enhance engagement, foster relationship-building, and support students' emotional well-being.

The best teachers don't just stand in front of the classroom: they become part of the student's journey.

Julien Brunoir

UNDERSTANDING PURPOSEFUL MOVEMENT

Purposeful movement refers to intentional physical activities that aim to enhance learning experiences. It is not merely about getting students up and moving; it is about integrating physical activity into the curriculum in ways that support cognitive development and emotional engagement. Recent research underscores the benefits of purposeful movement in education, and this holds true, particularly for students who may struggle with traditional learning environments.

James et al. (2023) highlighted the positive effects of physical activity (purposeful movement) on academic achievement. This is particularly vital for all students, as movement helps to bridge the gap between cognitive processing and physical engagement, allowing students to express themselves and absorb information in ways that resonate with their unique learning styles.

THE NEED FOR PURPOSEFUL MOVEMENT IN DIVERSE CLASSROOMS

As educators, our primary goal is to meet the needs of all learners, particularly those who may feel marginalised or disengaged. For students with dyslexia or auditory processing needs (among others), the traditional classroom setting can often feel isolating and challenging. These students may experience frustration and fatigue, leading to disengagement and low self-worth. By incorporating purposeful movement, we can create a more inclusive environment that caters to varied learning needs and styles.

Integrating movement into lessons aids learners in improving reading comprehension, spatial reasoning, problem-solving, and biological processes, among other academic or graduate skills. Learning activities such as differentiated reading groups that explore texts, collaborative project-based learning that encourages global and critical thinking, or the use of interactive simulations to demonstrate complex mathematical concepts enable learners to deepen their understanding while actively engaging with content. For example, students might analyse textual elements of prose through Socratic Circles, participate in maths measurement race or equation relay that requires them to apply problem-solving skills in real-world contexts or create hydroponic systems to explain deep water culture or ebb and flow scientific principles. These methods not only promote academic excellence, but also enhance collective understanding, social and communication skills, creativity, and collaboration among students with varying learning needs.



A GUIDE TO AID TEACHERS IN NAVIGATING PURPOSEFUL MOVEMENTS

Integrating movement into lessons includes designing activities that require students to move while learning. For example, using stations for different subjects where students rotate between tasks, allowing them to engage with the content physically.

Incorporating brain breaks is a quick refocus tool. Short breaks that include stretching, jumping jacks, or simple dance moves can refresh students' minds and bodies, promoting better focus and retention.

Creating kinaesthetic learning opportunities through movement is key. Utilise movement-based activities for lessons in subjects like maths and science. For instance, physical objects can be used to count or create interactive models to explain scientific concepts.

Encouraging collaboration through movement is another way to banish boredom (CDC, 2019). Group activities that require students to move can enhance peer interactions and build a supportive classroom community. Consider organising outdoor team-building exercises or movement-based discussions.

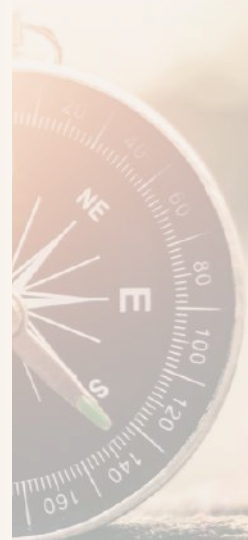
WHAT DOES PURPOSEFUL MOVEMENT LOOK AND SOUND LIKE IN A LESSON?

An article by Harvard T.H. Chan School of Public Health (2023) emphasises that purposeful movement boosts student engagement and time on tasks. When implemented thoughtfully, purposeful movement also enhances classroom management, creating an environment ripe for learning.

Therefore, when teachers move dynamically, they signal to students that the learning process is active and collaborative. This practice can be particularly effective in reducing barriers for students who may feel disconnected or disengaged. Moreover, intentional movement allows teachers to observe student interactions and gauge understanding in real time, enabling immediate feedback and support. In essence, teachers' movements serve as a catalyst for building a responsive and interactive classroom culture that promotes deeper learning.

HOW DOES PURPOSEFUL MOVEMENT BY TEACHERS BENEFIT STUDENTS AND ENHANCE THE LEARNING JOURNEY?

- Circulating the room keeps students on their toes and encourages them to stay focused, fostering an environment of active participation.
- Moving closer (while respecting space) to students during discussions or group work builds rapport and makes them feel seen and valued. Another merit here is that purposeful movements encourage learners to contribute more openly.
- By observing students' body language and interactions while moving, teachers can quickly identify those who may be struggling and provide support or differentiation as needed. This real-time assessment is crucial to student understanding and application of content.
- When teachers position themselves among student groups, it facilitates easier communication and teamwork, promoting a culture of collaboration and shared learning.
- Marking and feedback become more effective with purposeful movement, as it allows teachers to provide immediate, contextualised guidance while observing student interactions and engagement in real time, ultimately alleviating the pressure of marking outside of class.





RELATIONSHIP BUILDING THROUGH MOVEMENT

One of the most profound impacts of purposeful movement is its ability to foster relationships between teachers and students. Movement creates opportunities for interaction that traditional desk-bound instruction often lacks. When students are moving, they are more likely to engage in conversations, collaborate, and build connections with their peers and teachers.

Consider the story of a student in one of my lessons who once sat in silence, staring melancholically out of the window. I noticed her distant gaze while I moved around the room and sensed that she needed a moment to step away from the overwhelming emotions she carried. I handed her a hall pass and suggested she take a quick break to wash her face and drink some water. At the end of class, I encouraged her to join our "Lunch Drop-In" session so that she could get the support needed to maximise her learning experience.

It was during that session that I learned the reason behind her sombre demeanour. She had spent the entire weekend in the hospital, grappling with the loss of a sibling. I was then able to follow the protocols to leverage the support she needed to cope during this stage of her life. This revelation underscored the importance of being attentive to students' emotional needs and the role that purposeful movement can play in providing a supportive atmosphere. When we create space for movement, we also create space for emotional expression and connection.

THE EMOTIONAL WEIGHT OF OUR STUDENTS

Educators must recognise the emotional burdens many students carry. The pressures of academic performance, social dynamics, technology, and personal challenges can manifest in profound ways. By intentionally incorporating purposeful movement, we can shoulder some of these burdens. We enable students to navigate their feelings through physical activity, helping them find moments of relief and connection in their daily routines.

As mentors, teachers must be vigilant and empathetic, understanding that our students are not just learners but individuals with rich and complex lives. The responsibility we have to foster an environment where they feel safe, valued, and understood cannot be overstated.

Let us remember that lack of intentionality in our teaching can lead to detrimental outcomes. The emotional struggles our students face may go unnoticed, resulting in disengagement or, worse, a feeling of isolation. As educators, we must strive to be more than transmitters of knowledge; we must be mentors, guides, and advocates for our students.

See Griggs, 2021 for more information on how to tap into dyslexic thinking skills and create safe spaces for this well-needed skill

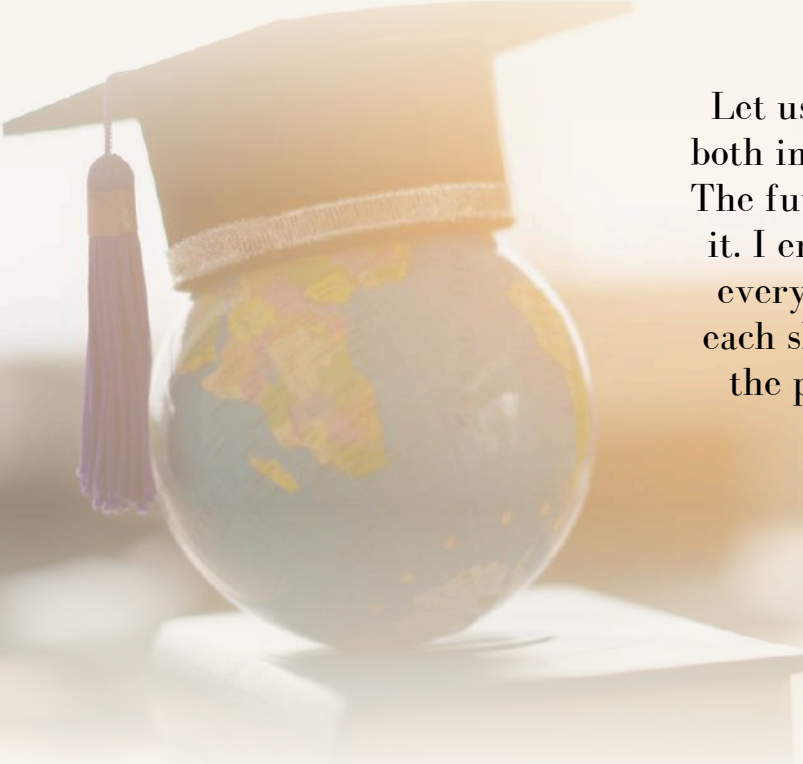


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THE CALL TO ACTION

As we navigate the complexities of modern education, let us embrace the philosophy of purposeful movement. By integrating movement into our teaching practices, we can engage students meaningfully, support diverse learning styles, and foster relationships that are essential for their emotional and academic growth.

In an era where the mental health of our students is increasingly at the forefront, we must act. Be intentional in your methods, compassionate in your interactions, and proactive in addressing the diverse needs of your students. Remember, each movement we encourage, each connection we foster, and each moment of empathy we extend can profoundly impact the young minds we educate to dream BIG!



Let us move forward with purpose—
both in our actions and our intentions.
The future of our students depends on
it. I encourage you today to embrace
every moment of connection, for in
each shared step of their journey lies
the power to illuminate paths and
transform lives.

Judy-Ann Green

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Judy-Ann Green is an award-winning educator, speaker, author, and International School Advisor whose impact spans across three continents. Recognized globally for her exceptional contributions to education, she has been honored with prestigious accolades such as Teacher of the Year, Outstanding Educator, and the Race to the Top Award for Outstanding Educator. Her innovative approach and unwavering dedication make her a prominent figure and a driving force in shaping the future of learning on a global scale. Judy-Ann believes that teaching is 'heart work,' and building strong relationships with students is the bridge to progress and success.



ICQs

SMALL QUESTIONS BIG IMPACT

Mahmoud Taha El-Hendawy

Communicative Language Teaching (CLT) emphasizes the importance of real-life communication in learning a new language. Rather than merely memorizing rules, learners gain skills through meaningful interaction. Teachers using a communicative approach provide activities that encourage students to practice language in realistic situations. For example, practicing modal verbs like “should” and “shouldn’t” might involve students giving advice to each other on ways to improve their English. However, ensuring students fully understand activity instructions is essential. This is where **Instruction Checking Questions (ICQs)** come into play.

The role of ICQs in classroom management

Instruction Checking Questions, or ICQs, are brief questions teachers use to confirm students' understanding of instructions before beginning a task. ICQs improve the flow of classroom activities by ensuring students know what to do, reducing confusion and enhancing lesson effectiveness. As Radeva (2021) notes, ICQs are a valuable tool for both educators and students, helping to avoid situations where unclear instructions lead to misunderstanding or incorrect task completion. When teachers use ICQs effectively, they foster smoother, more productive classroom environments where students are more likely to succeed.

In an English as a Foreign Language (EFL) classroom, students often come from diverse linguistic and cultural backgrounds, which can impact how they interpret instructions. ICQs act as a safeguard against these potential misunderstandings by providing a quick way for teachers to confirm that students know exactly what they need to do. Without ICQs, teachers risk losing valuable class time to clarify instructions, which can disrupt the lesson flow and reduce student engagement.

Strategies for effective use of ICQs

1 Clarity and brevity

ICQs should be simple, short, and specific. Teachers should avoid complex questions and instead focus on confirming key points of the instruction. For example, after instructing students to work in pairs to discuss a question, the teacher might ask, "Will you work alone or with a partner?" to ensure students understand the setup.

2 Timing and consistency

Timing is crucial for effective ICQs. Teachers should ask ICQs immediately after giving instructions, ensuring students are attentive and ready to engage. Consistent use of ICQs throughout lessons reinforces students' understanding of classroom routines and builds their confidence in following instructions accurately.

3 Using L1 when necessary

In some cases, especially with beginners, using students' first language (L1) can clarify instructions and avoid confusion. While it's beneficial to create an English-only environment, strategically incorporating L1 for instruction checks can help students focus on the main task and reduce unnecessary stress. For example, Alshammari (2011) found that many students and teachers in Saudi Arabia preferred using L1 for understanding complex instructions, leading to more effective learning.

4 Scaffolding complex instructions

Complex tasks often require multi-step instructions, which can overwhelm students if presented all at once. Scaffolding, or breaking down instructions into manageable steps, allows students to gradually understand what is expected. Over time, scaffolding supports students in building independence in task completion (Bentley, 2010).

5 Pronunciation and pausing techniques

Teachers can further support understanding by using clear pronunciation and speech units, which organize spoken instructions into small, digestible chunks. According to Cunningham et al. (2014), dividing speech into units with pauses emphasizes important words, making instructions clearer and easier to follow. This technique is particularly helpful in mixed-ability classrooms, where pacing can significantly impact comprehension.

Common mistakes in giving ICQs

While ICQs are a powerful tool, they need to be used correctly to avoid confusion. Mistakes teachers make when giving ICQs are common and should be avoided.

◆◆ Overly complex questions

ICQs should be straightforward and brief. Asking questions that are too complex can leave students more confused than before. For instance, asking “What are the steps you will take to complete this task?” may be overwhelming, especially for beginners. A better approach would be, “Are you writing or speaking?”

◆◆ Yes-or-No questions that don’t confirm understanding

Yes-or-no ICQs, such as “Do you understand?” may not truly confirm students’ grasp of the instructions, as students often respond affirmatively even if they are unsure. Instead, teachers can use questions that require students to demonstrate understanding, like “Will you start by reading or by discussing with your partner?”

◆◆ Assuming all students need the same level of checking

Some students may need more guidance than others, especially if they are new to a task type. Providing tailored ICQs for different groups or individuals can prevent miscommunication. Ignoring this can lead to advanced students feeling slowed down or beginners feeling lost.

◆◆ Neglecting to model the task first

Without first modeling the task, students may struggle with instructions, even with effective ICQs. Demonstrating what they need to do before asking ICQs provides a clear reference point, making it easier for students to understand the activity.

◆◆ Relying on ICQs without context

If students don’t have enough context about the activity or its purpose, ICQs can seem confusing. Contextualizing the task by briefly explaining its relevance or outcome often helps students understand and stay motivated.

Ineffective vs. Effective ICQs

When using ICQs, phrasing and simplicity are essential for clarity and understanding. Below are examples of commonly ineffective ICQs alongside improved versions to illustrate how small adjustments can make instructions clearer.

Ineffective ICQ	Reason for Ineffectiveness	Effective ICQ
"Do you understand?"	Yes-or-no question that doesn't confirm understanding.	"Will you discuss in pairs or individually?"
"What are you supposed to do first?"	Too open-ended and complex for a quick check.	"Will you start by reading or by discussing?"
"Does everyone know what to do?"	Overly broad and doesn't confirm individual understanding.	"Are you working alone or with a partner?"
"Will you follow all the steps?"	Vague and assumes students know all steps clearly.	"What's the first step?" (if they are in pairs, ask one partner)
"Is everyone ready to start?"	Yes-or-no question that doesn't confirm task understanding.	"Will you write or speak first?"
"What is the process for this activity?"	Too complex and may be overwhelming.	"Are you working together or separately?"
"What are you supposed to do?"	Lacks specificity and may cause confusion, especially for beginners.	"Will you be asking or answering questions?"
"Do you know how this activity works?"	Doesn't verify any specific instruction; assumes prior knowledge.	"Will you discuss the question in English or your first language?"
"Do you understand the instructions?"	Yes-or-no question that may prompt students to say yes even if unsure.	"Will you complete the worksheet individually or with a partner?"
"Does anyone have questions about the task?"	Too broad; doesn't pinpoint specific instructions.	"Are you going to write notes or just discuss?"

The impact of clear instructions on student engagement and motivation

Clear instructions, supported by ICQs, have a powerful impact on student engagement and motivation. When students understand tasks, they feel more confident, reducing frustration and increasing their willingness to participate. By fostering an environment where instructions are precise, teachers can encourage students to take ownership of their learning and stay engaged in activities without the distraction of confusion or misinterpretation.

Furthermore, clear instructions help build a positive classroom culture where students know what to expect and feel equipped to succeed. This consistency is especially valuable for students who struggle with self-confidence. When instructions are consistently clear, students are more likely to take risks and participate actively, which is crucial for language acquisition. With well-structured instructions, students are also more likely to complete tasks accurately and independently, reinforcing their autonomy and commitment to learning.

For students with specific needs, such as those with autism or dyslexia, clear instructions provide a foundation for inclusive learning. These students benefit from structured support, such as ICQs that confirm their understanding without singling them out, ensuring that they feel equally valued and capable within the classroom setting. As educators, using clear, accessible instructions empowers all learners

Incorporating ICQs into classroom management strategies is essential for effective language instruction, particularly in EFL settings. By asking targeted, simple questions, teachers confirm students' understanding, reducing misunderstandings and supporting smoother lesson flow. When combined with other strategies—such as scaffolding, clear speech units, and differentiated instruction—ICQs contribute to a well-structured learning environment that respects students' diverse needs. Ultimately, ICQs not only streamline lesson delivery but also promote a more inclusive and engaging classroom atmosphere, enhancing both teaching efficacy and student learning outcomes.

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Mahmoud Taha El-Hendawy is an experienced English teacher and instructor at an international school, holding a TEFL certification. Currently pursuing an MA in Linguistics and Teaching, he is passionate about designing engaging and effective learning experiences. Mahmoud also contributes to the field by writing articles on English language instruction and teaching methodologies, sharing valuable insights and strategies to enhance education.



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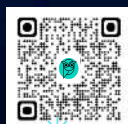
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ASK

THE EXPERTS

Welcome to **Ask the Experts**, the ultimate column dedicated to professional development in the field of education. In this dynamic and ever-evolving field, continuous growth and learning are paramount. In each issue, we explore the most commonly asked topic by interviewing invited experts for their insights, experiences, and strategies.

EXCLUSIVE

From research to reality

TRANSFORMING CLASSROOMS

with the Science of Learning

with **PAUL A. KIRSCHNER, CARL HENDRICK, and JIM HEAL**

EduVerse: Welcome to the exclusive Ask the Experts, where we explore the most transformative topics in education! Today, we're diving into the essential subjects of learning and teaching, featuring three renowned educators and authors of the influential books *How Learning Happens* and *How Teaching Happens*.

First, we're excited to introduce **Prof. Paul A. Kirschner**, a leading figure in educational research, and owner of kirschner-ED, and **Prof. Carl Hendrick**, a seasoned educator, and professor of evidence-informed learning and teaching at Academica. Both are co-authors of *How Learning Happens*. Joining them is **Prof. Jim Heal**, who specializes in Educational Leadership at Academica and collaborated with Paul and Carl on *How Teaching Happens*, a follow-up book that delves into effective teaching practices for today's classrooms.

In this exclusive conversation, Paul, Carl, and Jim will share their profound insights on how learning and teaching happen, discuss the groundbreaking research that informed their books, and offer their vision for the future of education. We'll dive into how educators can bridge the gap between theory and practice, explore the unique aspects of their books, and unpack the key takeaways they hope teachers and learners will gain.



Dr. Carl Hendrick is a Professor of learning science at Academica University of Applied Sciences in Amsterdam. He is the author of several books including 'How Learning Happens' and 'How Teaching Happens'. He holds a PhD in education from King's College London and taught English for several years in both the state and independent sectors in the UK. He tweets in a personal capacity at [@C_Hendrick](#)



Dr. Jim Heal is a leading advocate for bridging the worlds of research and practice in education. Dr. Heal was an English teacher and school leader for ten years in the UK before moving to the US, where he became Director of Practice at Harvard's Research Schools International initiative. In his work at Deans for Impact, a US-based non-profit, he strives to increase teacher effectiveness by infusing the science of learning into educator preparation. He currently serves as Professor of Evidence-Informed Education Leadership at Academica University of Applied Sciences in Amsterdam and teaches at the Harvard Graduate School of Education where he earned his doctorate in educational leadership.

Prof. Paul A. Kirschner is the Emeritus Professor of Educational Psychology at the Open University of the Netherlands and Guest Professor at the Thomas More University of Applied Sciences in Belgium. He also has his own educational consulting company, kirschnerED. He has published ±450 articles and books on learning and instruction. Finally, he is a relentless translator of educational research for teachers, trainers, designers, and policymakers.



Thank you all for being here! To start, we'd love to know: What initially inspired each of you to write *How Learning Happens* and *How Teaching Happens*? Could you share a bit about the journey from your own experiences and research that led to these books?



For me, it was about giving teachers something meaningful. I felt that teachers had been given questions they didn't ask for, and that evidence in the form of cognitive psychology could really empower them. So together with Paul, we worked through the most effective research articles we thought every teacher should know.



I can definitely relate. I was often left frustrated and confused seeing that the field of education was sitting on decades of research into how people learn, yet so little of that evidence was finding its way into the hands of teachers.



Absolutely, frustration was a big part for me too. There's so much knowledge about learning and instruction, but how little of it was used, and used properly, by teachers and policymakers. I was also frustrated that when I began teaching. I wasn't equipped with the knowledge and skills I needed to be an effective teacher. That experience really drove me to create resources that could make a difference.

2

It's clear each of you came to these projects with a passion for sharing research with teachers. Now, let's talk collaboration. What was it like writing these books together, and how did each of you bring a unique perspective to the process?



I'd spent 18 years as a classroom teacher in various settings before doing my PhD and became a researcher, so I was kind of in this liminal space between research and. My role was really to focus on translating research into something practical for the classroom.



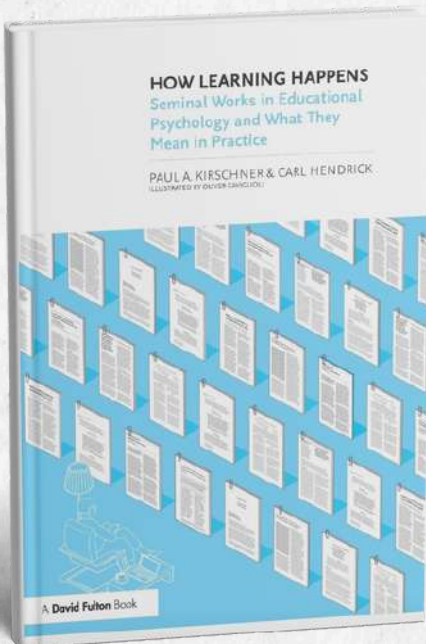
Through my own work in the United States, working in higher education, K-12 systems, and with education non-profits, I've seen first-hand how evidence-informed approaches to teaching and learning can be applied (and misapplied) by practitioners. I therefore saw my role as that of a translator: to take the best of what we know about learning and demonstrate how that might best be wielded to optimal effect. In Paul and Carl, I feel like I have two kindred spirits who understand deeply the science of learning, and hold a passion for getting that knowledge into the hands of teachers.



What I brought into the team, I think, is more than 40 years of research on learning, how it happens, and how it can be facilitated (cognitive psychology and educational psychology). On the other hand, I haven't taught at the primary or secondary level in years. Carl and Jim brought in years of practical experience in the classroom. Also, as Jim is now in the US he added a non-European point of view to the team.

It sounds like your collaboration was really about blending theory with practice. Speaking of discoveries, were there any surprising or memorable insights that emerged while researching and writing?

3




So much! I would say the main thing was that the way learning happens is highly paradoxical and counterintuitive. In many cases, in order to get a certain outcome, you need to do the opposite of that outcome. An example of this would be desirable difficulties where things that feel hard in the short term often lead to long-term gains and vice versa. Actually, this is the focus on our next book.

Most surprising has been the extent of the reaction by people in the field who have encountered the books or heard us speak about them. I knew that on-the-ground understanding of these concepts was scant in places, but the most common reactions we received were, "Why has nobody told me this before?" or "Now I have seen this, I cannot unsee it." This was in part depressing to hear since it shows how much teacher training and professional development has underserved educators in this regard – but it was also encouraging since we could see that our work is doing something to rectify that issue.



Absolutely. The most notable thing that emerged is that teaching is sometimes counterintuitive and even paradoxical.

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4

That's fascinating and speaks to the gap between theory and reality. In your view, what are some of the biggest gaps between research and the realities of teaching today, and how can educators start to bridge that gap?



There's definitely a major gap. We see this in many areas such as the teaching of reading. While there is useful evidence on the most effective methods, they are often ignored. I think in many ways, evidence-based practice in education is a bit like medicine in the 19th century, where there were major discoveries not adopted despite huge evidence such as the germ theory of disease. Sadly, evidence-based practice is often one of slow adoption.

One major disconnect I see time and again is that of a fundamental misunderstanding of human memory and even the most fundamental model of the mind. For instance, we expect students to hold too much information without considering how limited working memory actually is. Knowing this alone has a huge impact on a teacher's ability to teach, so these principles need to become more commonplace. This cannot be a "one and done" approach, but it should be embedded in policies and practices governing how we prepare and continually develop teachers.



Agreed. The major gap, and thus the major problem, is the disparity or chasm between what research tells us about how learners learn best and what teachers do in the classroom. The first step towards closing this gap is better pre-service teacher training. At the same time, already certified teachers need good in-service training.



The major gap, and thus the major problem, is the disparity or chasm between what research tells us about how learners learn best and what teachers do in the classroom.

Prof. Paul A. Kirschner



5

Absolutely. And Jim, in your books, you focus on practical ways to apply research in the classroom. What are some key concepts that you think teachers can start using right away?



As I mentioned. Memory is huge. Understanding how memory works, how we learn (encode) and remember (retrieve) information, and how the manner in which we think plays such a crucial role in what we come to know.

And of course, your work also tackles some myths in education. Paul, can you explain the 'ten deadly sins of education' you discuss in *How Learning Happens* and why they pose significant challenges to effective learning of today's learners?

The ten deadly sins are myths prevalent in learning and teaching which not only don't help learners but often hinder their learning. The sins are: the learning pyramid, learning styles, children are digital natives and need different teaching than other generations, children can multitask and this 'power' should be used for learning, knowledge is no longer important with Google, you best learn to solve problems by solving problems, discovery learning is an effective pedagogy, motivation leads to learning, grit, and that schools kill creativity.

These ideas may sound appealing, but they fly in the face of evidence.



6

7

Very interesting. There's a lot to "unlearn," it seems! In the last chapter of *How Teaching Happens*, you ask, "What's Missing?" in how teachers learn to teach. What do you feel is still lacking in teacher preparation?

One of the biggest gaps is a solid understanding of cognitive architecture. Teacher training often confuses constructivism as a philosophy with constructivism as a pedagogy. The confusion between those two things has resulted in a lot of bad teaching.



I'd add practice-based opportunities for novice teachers to practice, apply, and refine their teaching skills or 'moves' that are grounded in a robust understanding of how people learn. This requires faculty, mentors, and supervisors or any others supporting a novice teacher to understand these principles deeply.



What's missing is an understanding of how people actually learn—the fundamentals of our cognitive architecture and how we process information. Teachers who haven't learned this are like doctors without knowledge of biology, anatomy, or physiology. These teachers may have learnt about different instructional techniques (though they often learn those that don't work) but have no idea when they will or will not work, why the work or don't work, and so forth. They're like doctors prescribing antibiotics for a virus infection!



8

That foundation seems essential. Jim, how do you see the role of teachers evolving with the insights you share in these books?



Ideally, the books will provide teachers with a reliable set of underlying principles that they can begin to infuse into their practice. But I must emphasize that books alone are not enough without a structured way to practice and refine their application in real-world situations.

9

And what key takeaways do you hope readers will gain from reading these books?



I want readers to understand that there is such thing as a science of learning but not yet such things as a science of teaching. What we are talking about is probabilities: based on the science of how we learn, there are a series of 'best bets' we can choose to we can choose to apply in the classroom. I believe there is an ethical responsibility for all teachers to use the best available methods in any given moment.



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10

That's inspiring! We know you've recently launched a professional development course based on your books. What inspired you to take these ideas into a course format, and how does it build on the books?



We wanted to make the findings from the book more available to people throughout the world, and also to add extra hands-on tasks, assignments and resources like workbooks, videos, knowledge organisers and other tools.



Exactly. The course is an attempt to disseminate the lessons of the books to a wider audience. The online format also allows us to incorporate more interactive components, to show rather than tell, and to foster more inclusive communities of learners.



FINAL THOUGHTS

This has been a fantastic conversation. In closing, Paul, how do you see the understanding of learning and teaching evolving in the coming years?



Like any science, new research will be carried out which builds upon what we know and expands it. New researchers will stand on the shoulders of the giants we discuss, advancing our knowledge of learning processes and how to teach most effectively.

And finally, Jim, for new educators entering the field, what advice would you give to prepare them for effective teaching in today's educational landscape?

Don't accept the status quo. Even if the advice or guidance you receive seems sound, approach it critically—check it against evidence and ensure it aligns with proven principles of learning. Wherever you see these principles being violated, speak up.



Carl, with rapid technological advancements, do you foresee any challenges or opportunities for educators in applying the principles of learning and teaching outlined in both books?

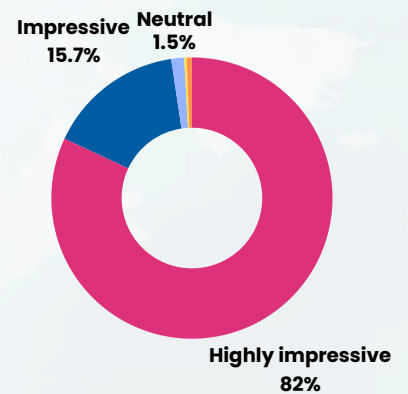


I think that the emerge of AI in the form of LLMs poses a major challenge to education in terms of assessment because many forms of traditional assessments are effectively now useless. Many students are using ChatGPT to not just research but also to write essays and assignments. It's impossible for teachers to know if they have cheated. Also, we often understand new areas of knowledge by building on what we already know, so I'm concerned that relying heavily on AI for this could weaken our foundational understanding.

KEY TAKEAWAYS

- **Bridging theory and practice:** The authors emphasized the importance of bringing evidence-based research to the classroom in a practical way. They aim to make the science of learning accessible to educators, helping them apply research directly to their teaching methods.
- **Common educational myths:** The authors tackled prevalent myths, like the "learning pyramid" and "learning styles," which lack empirical support yet persist in education. Teachers are encouraged to question popular concepts and rely on research-backed methods instead.
- **Understanding cognitive processes:** Knowledge of how memory and cognitive architecture function is essential for effective teaching. Educators can improve learning outcomes by understanding concepts like working memory limitations and "desirable difficulties."
- **Closing gaps in teacher training:** Teacher preparation programs often miss foundational insights about learning science. The authors advocate for training that includes more evidence-based practices, ongoing mentorship, and practical applications for new teachers.
- **Teaching as both science and art:** Effective teaching requires a balance between scientifically grounded methods and the creativity to adapt these techniques to diverse student needs, recognizing teaching as a skill that can be continuously refined.
- **Evolving role of technology in education:** As AI tools become more common in classrooms, teachers must adapt their methods, particularly in assessment and evaluating student learning. This evolving landscape requires both awareness and adaptability from educators.
- **Continuous learning for educators:** Teachers should stay curious, challenge unsupported practices, and engage in lifelong learning, integrating new research and insights into their practice to enhance student outcomes.

371 Participants
716 Registrants
47 Countries



Survey participants: **338**
 NPS: **85.8%** - Overall impression: **94.7%**



Ludette Kinicot to Everyone

LK I can feel your excitement in teaching the students. :) It is motivating

Carmel Julius to Everyone

CJ I wish I could see your real class. You are definitely a motivated and excited teacher.

Janine Anghag to Everyone

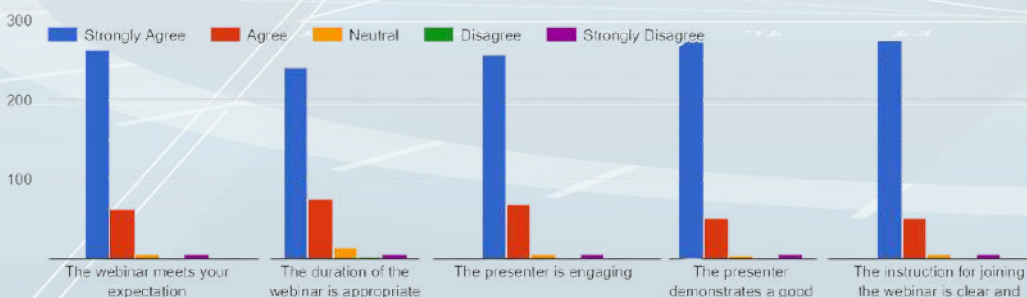
JA I'm really fascinated of how passionate you are in teaching profession 🥰

Fatima Ezzahra Sghair to Everyone

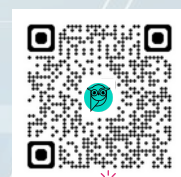
CJ Thank you so much for your incredible teaching! Your energy is really inspiring, we really appreciate all the valuable information you shared.

With a remarkable **716 registrations** from **47 countries** and an impressive **participation rate of 51.8%**, this webinar has become one of our most widely attended events to date. An incredible **NPS score of 85.8%** shows just how much you valued the strategies shared to meet diverse student needs and boost learning for all.

And, we'd like to extend our heartfelt gratitude to participants in regions affected by Typhoon Kristine who managed to join and actively engage despite limited internet and power, your resilience is truly inspiring.



Webinar recordings



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ENERGIZING THE ENGLISH CLASSROOM WITH STUDENT MOTIVATION AND ENGAGEMENT

Volkan Iner

Student motivation and engagement are critical for fulfillment within the English classroom. As educators, certainly one of our primary dreams is to create a learning environment that not only supports academic achievement but also sparks curiosity and enthusiasm for learning. This mission can be particularly challenging when teaching English, as students often have varied levels of interest and ability. Let's explore key techniques for boosting motivation and engagement to help students reach their full potential.

UNDERSTANDING MOTIVATION AND ENGAGEMENT

Motivation refers to the inner processes that drive and sustain goal-directed behavior. In an educational setting, this means fostering a desire within students to learn and improve their skills. Engagement, on the other hand, is the degree to which students actively participate in the learning process. Both are closely related; motivated students are more likely to be engaged, and engaged students are more likely to stay motivated.

TYPES OF MOTIVATION

Motivation can be categorised into main types:

Intrinsic motivation: This occurs when students learn for the satisfaction and enjoyment it brings. For instance, a student might enjoy reading English literature simply because they love stories or appreciate language arts. Intrinsic motivation is ideal, as it sustains interest over the long term.

Extrinsic motivation: This occurs whilst students are stimulated by external elements, such as grades, praise, or rewards. While extrinsic motivators can be beneficial in the short term, they may not foster a long-lasting love of learning.

A balanced approach that combines both types of motivation tends to be most effective in the classroom.



CREATING A POSITIVE LEARNING ENVIRONMENT

The classroom environment plays a critical role in motivating students. A positive, inclusive space where students feel safe, supported, and valued is essential to their willingness to engage. Here are some ways to enhance the classroom environment:

Building rapport: Teachers who foster respectful relationships with students can inspire them more effectively. Knowing students' interests, challenges, and goals allows teachers to tailor lessons to individual needs. When students feel their teacher cares, they are more likely to invest in their learning.

Encouraging peer interaction: Collaborative learning builds a sense of community. Group discussions, peer feedback, and cooperative projects allow students to support each other and stay motivated. Team activities also make learning more enjoyable, as students feel responsible not only for themselves but for their peers.

Setting clear expectations and goals: Students perform better when they understand what is expected and can work toward clear goals. Establishing both short- and long-term learning goals gives students a sense of direction and purpose. Goal-setting can also be motivational, especially when students set personal, achievable targets.

MAKING LEARNING RELEVANT

Connecting the curriculum to students' interests and real-life experiences can significantly improve engagement. When students see the relevance of what they're learning, they are more likely to invest time and effort in their studies. Here are some ways to make English lessons more relatable:



Integrating technology: Today's students are digital natives, and incorporating technology into lessons can make learning more engaging. Educational apps, interactive games, and multimedia presentations can make grammar, vocabulary, and writing tasks more interesting. Tools like language-learning apps or online discussion forums can also encourage students to practice their English skills outside the classroom.

Linking to real-world contexts: English education should include topics that resonate with students' lives. Discussing current events, pop culture, or issues that students care about makes learning more meaningful. For example, writing assignments might involve composing a letter to a favorite celebrity, crafting a social media post, or creating content for an English blog.



Project-based learning: Projects that allow students to explore topics of personal interest in English can be highly motivating. For example, having students create a short film, podcast, or magazine on a topic they're passionate about gives them a sense of ownership and purpose, integrating English skills with creativity and critical thinking.

PROVIDING AUTONOMY AND CHOICE

Students are more motivated when they feel they have some control over their learning. Giving students choices in how they complete assignments or the topics they explore helps build ownership and responsibility. Some examples include:

- Allowing students to choose their reading materials within a certain genre or subject.
- Offering different formats for presenting work, such as oral presentations, written reviews, or visual projects.
- Encouraging student-led discussions where they can select topics of interest.

Autonomy also helps students develop self-discipline and confidence as they learn to manage their own learning process. When students are given the freedom to make choices about their learning—such as selecting topics that interest them or setting personal goals—they begin to understand how to take initiative and responsibility for their progress. This sense of control fosters self-discipline, as they learn to prioritize tasks, manage their time effectively, and hold themselves accountable. Additionally, as they experience success in their self-directed efforts, they gain confidence in their ability to navigate challenges and achieve goals, which can further fuel their motivation and sense of agency in learning.

OFFERING CONSTRUCTIVE FEEDBACK

Effective feedback is a powerful tool for motivation. Feedback should be:

Specific and timely: Vague comments like "Good job!" don't help students understand what they did well or how they can improve. Instead, provide specific feedback on particular skills or content areas. This allows students to see their progress and encourages them to keep improving.

Focused on growth: Feedback should emphasize effort and progress, not just outcomes. This promotes a growth mindset, where students see challenges as opportunities to learn rather than as threats to their self-esteem. For instance, praising students for tackling a challenging task—even if they don't succeed right away—encourages perseverance.

Encouraging self-reflection: Encourage students to reflect on their work and set personal goals for improvement. This fosters intrinsic motivation as students begin to take pride in their growth and learning journey.

UTILIZING VARIED TEACHING METHODS

Engagement is enhanced when students are exposed to a range of teaching methods that cater to different learning styles. Incorporating a mix of activities—such as group work, hands-on projects, discussions, visual aids, and digital resources—helps keep students interested and involved.

Gamification: Incorporating game-like elements, such as quizzes, competitions, or rewards, can boost engagement, especially among younger learners who are motivated by a sense of play and achievement. This approach not only makes learning enjoyable but also promotes healthy competition and teamwork, as students work toward common goals or earn rewards for their efforts.

Interactive lessons: Role-playing, debates, or dramatizing scenes from literature can make learning more dynamic and enjoyable, allowing students to connect personally with the material. Interactive lessons also foster communication skills, as students engage with one another, building confidence in expressing ideas and interpreting concepts in creative ways.

Multimodal resources: Using videos, podcasts, and infographics caters to different learning preferences and helps students grasp complex concepts more easily. Presenting complex concepts visually, audibly, and textually helps students approach challenging topics with greater ease and adaptability.

Fostering student motivation and engagement in the English classroom is both an art and a science. It requires creating a supportive environment, offering relevant and engaging content, and providing opportunities for autonomy and self-expression. By implementing varied teaching methods and giving constructive feedback, teachers can inspire a genuine love of learning in their students. Ultimately, motivated and engaged learners are not only more likely to succeed academically but also to develop the skills and enthusiasm for lifelong learning.

Volkan Iner has been teaching as an English teacher for 5th and 6th graders for more than 15 years. He has worked on different private courses and in private schools during his teaching career. He is currently working at Ulkem Private Middle School under the Consultancy of METU D.F., Manisa, Turkey. Specifically, he is the host of "Teacher Talks" Instagram live sessions.



ENGLISH WITH ME

A GLOBAL LEARNING ADVENTURE

Necip Akça and Burak Yıldız

Teaching English as a foreign language involves facing various challenges and opportunities at the same time. Key difficulties include overcoming the language barrier, especially for students with limited English exposure outside the classroom. Additionally, cultural differences can affect communication styles and learning approaches. However, the process can be made easier by using engaging, contextually relevant materials that connect with students' interests. To enhance the four fundamental skills—listening, speaking, reading, and writing—teachers can integrate interactive activities such as group discussions, multimedia resources, extensive reading, and creative writing exercises. Establishing a supportive, immersive environment is crucial for students' language development.



Necip Akça and Burak Yıldız, former classmates from Anadolu University (2010–2014), are currently teaching English in different regions of Türkiye. They collaborate on educational projects like “English With Me” reminiscent of their university days. **“English With Me”** is a comprehensive English Language Teaching (ELT) project, focusing on creating an engaging and effective learning environment that nurtures all language skills. The project also provides teachers with professional development opportunities through learning and collaboration with their colleagues from different contexts.



Necip Akça, from Bodrum Science & Art Center, describes the project’s aim: *“We decided to cooperate in an ELT-based project called ‘English with Me’ to make lessons enjoyable and foster a positive learning atmosphere. We collaborated with schools from Türkiye, Spain, Romania, Poland, and Italy, where ten teachers exchanged experiences throughout the year, emphasizing cultural and professional interactions.”*

Burak Yıldız from Suruç Science & Art Center adds:

“Through eTwinning projects, we improve our teaching skills, learn from colleagues in different regions and countries, and share experiences with our partners.”



THE PROJECT’S KEY AREAS OF FOCUS

1 Warmers and ice-breaking activities

These are essential for setting a positive tone in the classroom and encouraging student interaction. Warmers can include short, fun activities like word games or quick discussions that help students transition into English mode. Ice-breakers, especially at the beginning of a course, are designed to help students feel comfortable with each other, fostering a collaborative atmosphere. To set an example; in ‘Airplane Competition’ students designed their own paper planes, and then used these planes to hit the words on the board which had different points. Another example is Category Spin Game in which students spin a bottle and ask questions to the person that the bottle points



Airplane Competition



Easy to Hard Game

2 Material development

Developing materials involves creating or selecting resources that are both relevant and stimulating for students. Materials should be culturally sensitive, varied, and aligned with the students’ language proficiency levels. The project emphasized the use of authentic materials—like articles, videos, and board games—that provide real-world context to language learning. Students preparing these authentic educational materials also helped them improve their hand skills.

3 Gamification

Integrating game elements into language learning can significantly increase student motivation and engagement. Gamification supports the development of various language skills in a less formal, yet more interactive way. The students in the project were asked to prepare some digital and non-digital games to practice the language while having fun. They improved their language and digital skills at the same time.

4 Technology integration

Technology offers diverse tools for enhancing language learning, from language learning apps and online platforms to digital storytelling and virtual reality experiences. This aspect of the project explored how to effectively incorporate technology to support all four language skills, facilitate collaboration, and provide instant feedback. The everchanging technology enables the students to learn faster and to start producing their own digital materials.

5 The four basic skills (Listening, Reading, Writing, Speaking)

The project dedicated specific modules to each skill. For listening, the activities included using videos followed by comprehension exercises, and some digital websites to practise listening. Karaoke activities were also effective in engaging the students with listening. Reading involved both intensive and extensive reading practices. Writing tasks ranged from structured assignments to creative writing, while speaking focused on conversation practice, presentations, and debates. Integrated skill activities that combine these elements were also a key component.

To develop students' language skills effectively, a variety of engaging activities are employed across speaking, writing, reading, and listening. For speaking, activities like "Fortunately vs. Unfortunately," "Taboo," "Story Cubes," "What Am I?" and "Tongue Twisters" encourage interactive communication and fluency. Writing skills are enhanced through creative exercises like "Roll a Story" and crafting a "Diamante Poem," which allow students to practice structure and expressiveness. Reading is made enjoyable with "Spiral Reading" and "Funny Fill-in Stories," which foster comprehension and vocabulary. Lastly, listening skills are improved using digital tools like "VoScreen" and "LyricsTraining," which provide an immersive experience with authentic language contexts. Together, these activities support a well-rounded approach to language learning.

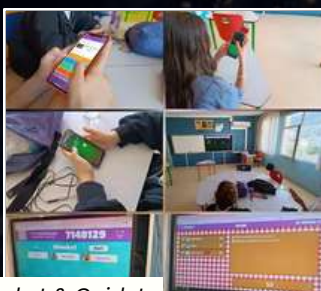


Playing Taboo

6 Assessment types

A variety of assessment methods were used to measure student progress. Formative assessments, such as quizzes, peer reviews, and ongoing feedback, helped track student development in real time. Summative assessments, like final exams and major projects, evaluated overall language proficiency at the end of an activity.

Evaluation types: Evaluation would not only focus on student outcomes but also on the effectiveness of the teaching methods and materials used. This involved collecting feedback from students, conducting self-assessments, and possibly implementing peer evaluations to ensure that the teaching approach meets the learning objectives. Digital tools for assessment & evaluation were also crucial for managing the in-class activities.



Blooket & Quizlet

For assessment & evaluation process, the following tools, websites and techniques were used in the project: Blooket, Padlet, Quizlet, Plickers, Quizizz, Kahoot, Six Thinking Hats, Monkey Tree, Target Feedback. This project aimed to create a dynamic and supportive learning environment that adapted to students' needs, encouraged active participation, and fostered a deeper understanding and command of the English language.

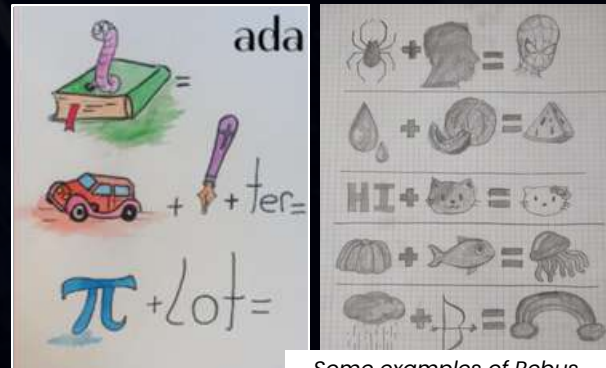
TYPICAL PRODUCTS OF THE PROJECTS

1 Rebus book

A rebus is a puzzle that uses pictures, symbols, or letters to represent words or parts of words. The goal is to decode the images or letters to form a phrase, word, or sentence. Rebuses are often used in games, puzzles, and educational contexts to encourage creative thinking. To improve the students' creativity, art skills, and thinking skills, we asked them to prepare rebuses and then we collected them in an e-book.

Some examples of rebuses:

- GR + 8 = GREAT
- <3 - AT + O = HERO
- 4GIVE = FORGIVE



Some examples of Rebus

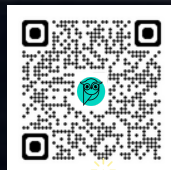
2 E-dictionary of word blends

A wordblend (or portmanteau word) is a linguistic blend where parts of two (or more) words are combined to create a new word with a meaning derived from the originals. The term "portmanteau" itself was coined by Lewis Carroll, combining "portmanteau" (a suitcase that opens into two compartments) with the idea of blending words. The students tried to create new word blends and these words were combined in an e-dictionary.

Some examples of portmanteau words:

- breakfast + lunch = brunch
- ankle + bracelet = anklet
- tear + drop = trop

See more word
blend ideas



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3 Project logo collage

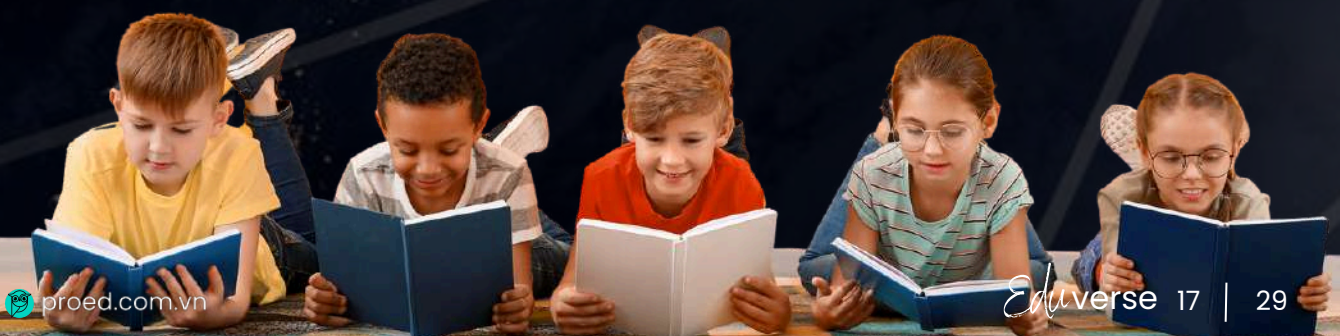


Project logo collage

Each team was given one piece of paper to color. Then, they were asked to color it and take a photo of it. Each piece was combined digitally and the logo of the project was created in a different but nice version. "Blockposters" app was used to cut the papers into pieces.

COLLABORATIVE FINAL PRODUCT: THE COMPREHENSIVE ANALYSIS OF "THE LITTLE PRINCE" MASTERPIECE

The reading habits of students are critically important for both their academic and cognitive development. Books not only expand students' language skills and vocabulary but also reinforce their analytical thinking abilities. Examining elements such as setting, time, and characters during the reading process allows students to enhance their text-analysis skills. This type of analysis enables students to understand the depth of events and characters, thereby increasing their empathy and critical thinking capacities.



Starting from this point of view, we conducted a comprehensive analysis of the book *The Little Prince* by French author Antoine de Saint-Exupéry with our students as the collaborative final product of our project. Initially, we formed International Mixed Teams from all participating students and named each team after a city in Great Britain. A total of 10 different teams researched *The Little Prince* under 10 different topics. The London Team worked on the summary of the book; the Edinburgh Team focused on the key facts of the book; the Dublin Team compiled a list of characters; the Cardiff Team explored setting in the book; the Belfast Team analyzed the themes; the Liverpool Team studied the symbols and motifs; the Glasgow Team gathered important quotes and proverbs from the book; the Bristol Team researched the author's other works; the Newcastle Team investigated the author's biography; and the Manchester Team prepared the Q&A section related to the book.



During this process, our students not only read the book but also conducted research and watched videos about it. Each Padlet page created for the teams had a mentor from the project's teachers. Working collaboratively with peers from different countries, the students uploaded the information they gathered to the created Padlets.

The information was then compiled into our collaborative final product using the Web 2.0 tool Joomag.

FUTURE DIRECTIONS

As dedicated partners in the "English With Me" project, we are committed to expanding its impact and reach. Through workshops and conferences, we will actively disseminate our project's successes and innovative methodologies to a broader audience, inspiring educators and institutions to adopt these effective practices. We also plan to integrate the project's proven methods directly into our curriculum, developing new modules informed by our findings to further enrich the learning experience. With feedback from participants, we will continually refine and elevate our approaches, ensuring that the "English With Me" project remains a dynamic, responsive, and highly effective resource for language learning.



Necip AKÇA is a Global Teacher Award- winning English teacher at Bodrum Science and Art Center, Türkiye, with over a decade of experience in ELT and educational project management. He holds multiple degrees and is recognized for his contributions to global educational initiatives.

Burak YILDIZ is an enthusiastic English language teacher at Şair Nabi Science High School, Türkiye. With a passion for educational innovation, he has successfully led numerous eTwinning projects and earned several European Quality Labels for his contributions to collaborative international learning.



LESSON OF THE MONTH

Welcome to the **Lesson of the Month** column, a dedicated space in our EduVerse newsletter where we bring you insightful and engaging English Language Teaching (ELT) lessons. Whether you're a seasoned ELT professional or a passionate new teacher, this column aims to provide you with a monthly dose of inspiration and practical ideas to enhance your classroom practice.



STUDENTS' WORKSHEET



WHEN SMART BUY TURNS INTO A BIG LIE

Are You Paying More for Less?

Lesson Goals

Social Knowledge

- Identify and explain common shopping tactics used in sales promotions.
- Analyze the psychological effects of sales traps on consumer behavior.
- Create infographics outlining strategies to avoid sales traps and promote informed purchasing decisions.

Language Competencies

- Construct sentences in the third conditional to discuss hypothetical scenarios.
- Understand and use idioms related to shopping.

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1

STUDENTS WORKSHEET



TEACHER'S GUIDE



Click or scan

TARGET LEARNERS
Teens & Young Adults
(B1 - B2 level)

DURATION
120 minutes

PREPARATION
Classroom technology
(Smartboard, projector)

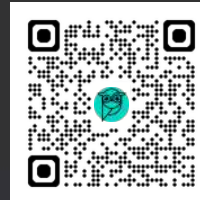
Welcome to **In the Verse**, your go-to column for curated education articles and news from across the internet. We'll sift through the digital realm to bring you concise summaries, keeping you informed and inspired. Join us as we navigate the vast sea of online resources and uncover the latest in educational innovation.

** Scan the QR codes or click on the titles to read more.*



Using AI to create custom listening materials

AI tools enable teachers to create customizable, high-quality audio for language classes, featuring diverse accents and flexible options. Learn how to use these tools for faster, tailored audio that meets students' needs.



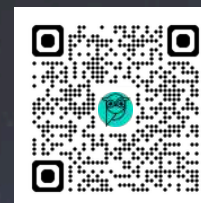
The Hot Debate: Who is actually responsible for teacher and staff wellbeing?

With teacher wellbeing and mental health concerns at the forefront, staff wellbeing is a pressing topic in education. Who is responsible for it—the leaders or the staff themselves? Find the answers in this article.



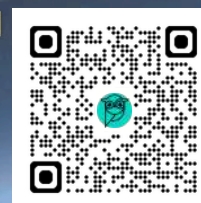
What is 'Test fairness'?

In the world of English language teaching, the concept of a "fair test" is essential yet often overlooked. But what does it truly mean, and why is it so critical for educators? Read on for vital insights that can transform your approach to testing!



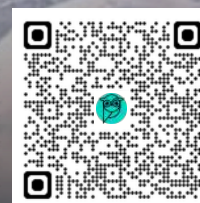
Unlocking elementary school AI literacy: Exploring AI and philosophy through project-based learning

This chapter examines how AI, philosophy, and project-based learning can introduce primary students to logic, reasoning, and critical thinking in engaging, age-appropriate ways.



Healthy friendships - How to promote them in school

Studies suggest that healthy friendships in school lead to better attendance and test results, and higher academic achievement. Explore strategies to foster healthy friendships in children through communication, conflict resolution, and boundary-setting to boost social skills and academic success.





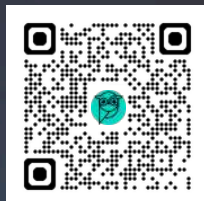
3 ways to nurture writing through CLIL

Multilingual learners improve their writing through integrated content and language. By using thematic units, diverse genres, and authentic tasks, teachers provide valuable contexts for language learning. Explore specific examples for each approach.



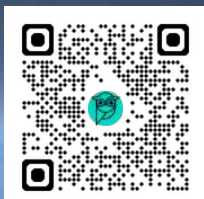
2 icebreakers for kids—with lively and calm options

Icebreakers in primary classrooms help build meaningful connections among students. Discover how actions can convey messages as powerfully as words through two types of engaging icebreakers, featuring lively and calm options.



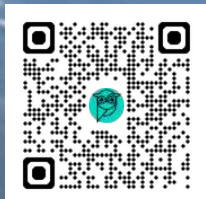
Avoid retrieval practice at the start of every lesson

Recent research suggests that starting lessons with retrieval practice may not be as effective for long-term memory as once believed. Discover key recommendations for teachers in this article.



Tips for mentoring new teachers

A district leader explains how adopting a more holistic approach to mentoring can enhance the experience, making it both productive and fulfilling for mentors and mentees alike.



Overcoming potential risks of student tech use

Here are some risks that students face when using digital tools, ranging from social isolation to the misconception that they can effectively multitask. What can teachers do to support their students in navigating these challenges?



TECH

TIPS AND TOOLS

Welcome to **Tech Tips & Tools**, your go-to resource for staying ahead in the digital age of education. Each month, we'll bring you handpicked tech tips and tools designed to empower teachers and learners. From innovative classroom apps to strategies for integrating technology into your classroom practices to enhancing teaching and learning experiences.

MOZAIK
education

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MozaiK3D is an innovative educational platform that engages students with interactive 3D models and simulations, bringing subjects like science, geography, and history to life. It offers a variety of resources, including virtual experiments and immersive environments, enhancing understanding and retention of complex concepts.

KEY FEATURES

Interactive 3D models: Explore a diverse range of interactive 3D models across various subjects.

Immersive simulations: Engage students with simulations that illustrate complex processes and phenomena effectively.

Customizable lesson plans: Create tailored lesson plans using a variety of educational resources available.

User-friendly interface: Navigate easily through the platform, enhancing accessibility for teachers and students.

Support for diverse subjects: Easily adapt lessons to fit many subjects, enriching learning experiences for all students.

TEACHING IDEAS

Lead-in to the lesson: Introduce new topics with 3D models to engage students visually.

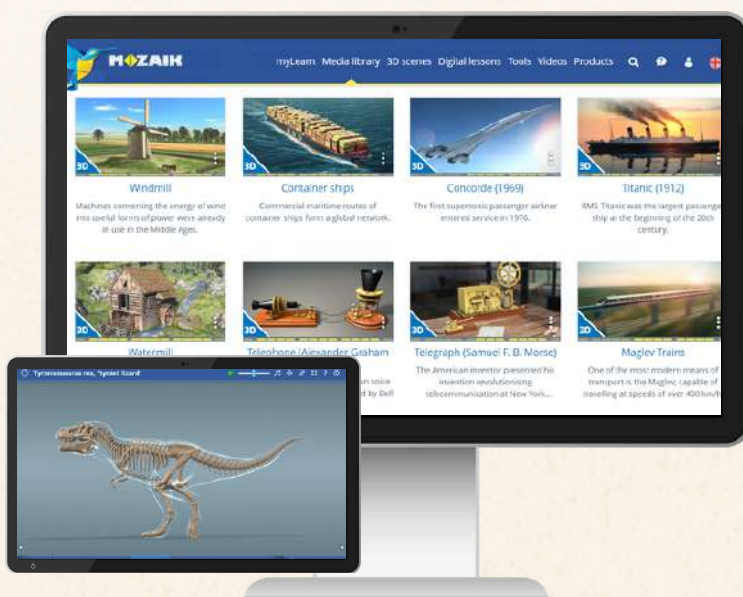
Interactive projects: Have students collaborate on creating presentations using 3D resources to enhance creativity.

Visual experimentation: Allow students to manipulate 3D models to explore scientific concepts and conduct virtual experiments.

Virtual field trips: Take students on virtual trips to historical sites or places with target learning models.

Mind mapping skill development: Use 3D models to help students create mind maps, visualizing connections between ideas and concepts.

QUICK START GUIDE



On Laptop & PC

- 1 **Access the website**
(www.mozaweb.com)
- 2 **Create a new account**
- 3 **Download the 3D player**
(Free, Space-saving app)
- 4 **Explore and display 3D models**
(Using both the website and app)

On Mobile Devices

- 1 **Download the app**
(Search: MozaiK3D – 3D Animations)
- 2 **Explore and display 3D models**
(Sign-in required)



What subjects can Mozaik3D provide content for?

This tool covers **most pre-school to secondary subjects**, like English, history, biology, art, technology, physics, chemistry, and plenty more!

What features can teachers and students use in Mozaik3D?

They can learn through **3D scenes, videos, interactive exercises, and digital lessons**, and practice skills through engaging **tools and games**.



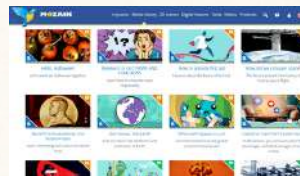
3D scenes

Freely rotatable and resizable 3D scenes for every school subject



Interactive 3D Books

A series of 20 books, including more than 800 3D scenes



Interactive 3D Books

Digital lessons with interactive 3D scenes, videos, and exercises



Tools and Games

Over 100 curriculum-based apps featuring games, animated exercises, and saveable student activities.

SAMPLE CLASSROOM ACTIVITIES WITH MOZAIK EDUCATION 3D SCENES



The human body - for kids

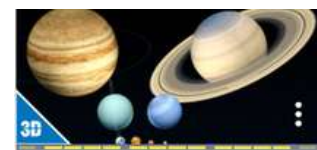
This scene shows the main organs of the **human body**.

Scene: The Human Body – For kids
Activity: Body Systems Exploration
Description:

- Divide students into small groups and assign each group a different body system (e.g., circulatory, respiratory, digestive).
- Have them explore the 3D human anatomy model in Mozaik3D, identifying key organs and their functions.
- Each group creates a presentation summarizing their system, including how it interacts with others, and presents it to the class.

Scene: Solar System
Activity: Planetary Research Project
Description:

- Allow students to explore the solar system model.
- Assign each student a planet to research, focusing on its features, atmosphere, and potential for life.
- Students create a visual presentation using Mozaik3D scenes to illustrate their findings.



Planets of the Solar System

The inner planets of the **Solar System** are terrestrial planets while the outer planets are gas giants.



Pyramid of Djoser (Saqqara, 27th century BC)

The step **pyramid**, built in the 27th century BC, was the first **pyramid** in Egypt.

Scene: Ancient Egyptian Pyramids
Activity: Cultural Research
Description:

- Explore the pyramids and their significance in ancient Egyptian culture.
- Students investigate the construction techniques and the social structure of ancient Egypt.
- They create a digital timeline of the major events in Egyptian history, including the construction of the pyramids.

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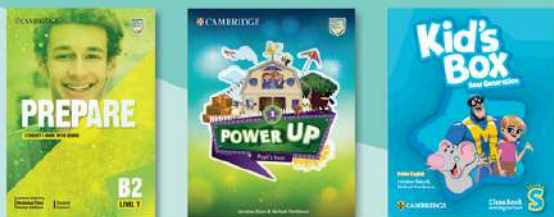
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Core components overview

- **12 modules** consisting of **4 components** per module.
- **Instructional videos** on each topic.
- **Interactive components.**
- **Downloadable materials** for schools to use in their own context.

Content topics

- The science of learning
- Instructional design
- Curriculum planning
- Formative assessment
- Metacognition/self-regulation
- Generative learning



More info



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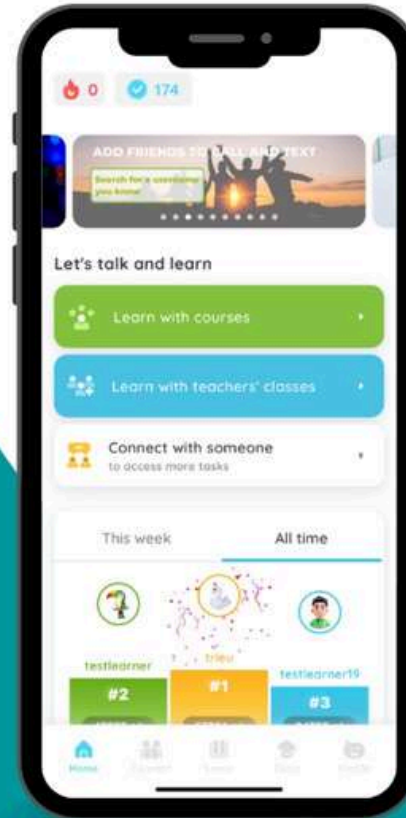


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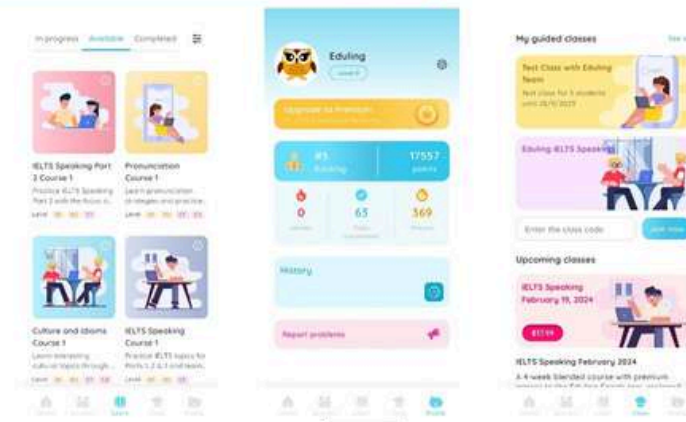
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Judy-Ann Green

Judy-Ann Green is an award-winning educator and leader whose impact spans across three continents. Recognized globally for her exceptional contributions to education, she has been honored with prestigious accolades such as Teacher of the Year, Outstanding Educator, and the Race to the Top Award for Outstanding Educator. As a distinguished speaker, writer, literacy coach, school visitor, author, curriculum designer, and professional development expert, Judy-Ann Green has proven herself to be a formidable force in education. Her innovative approach and unwavering dedication makes her a prominent figure and a driving force in shaping the future of learning.

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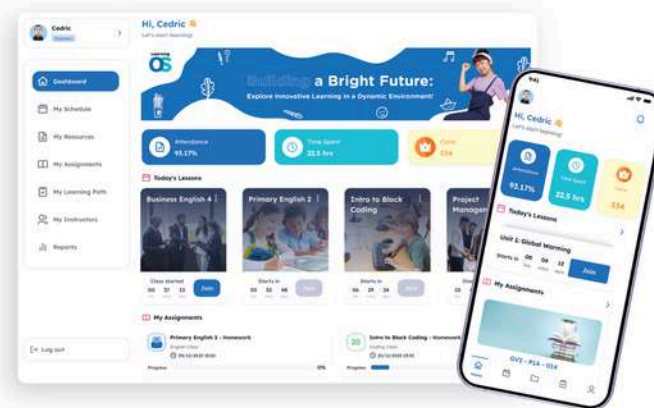
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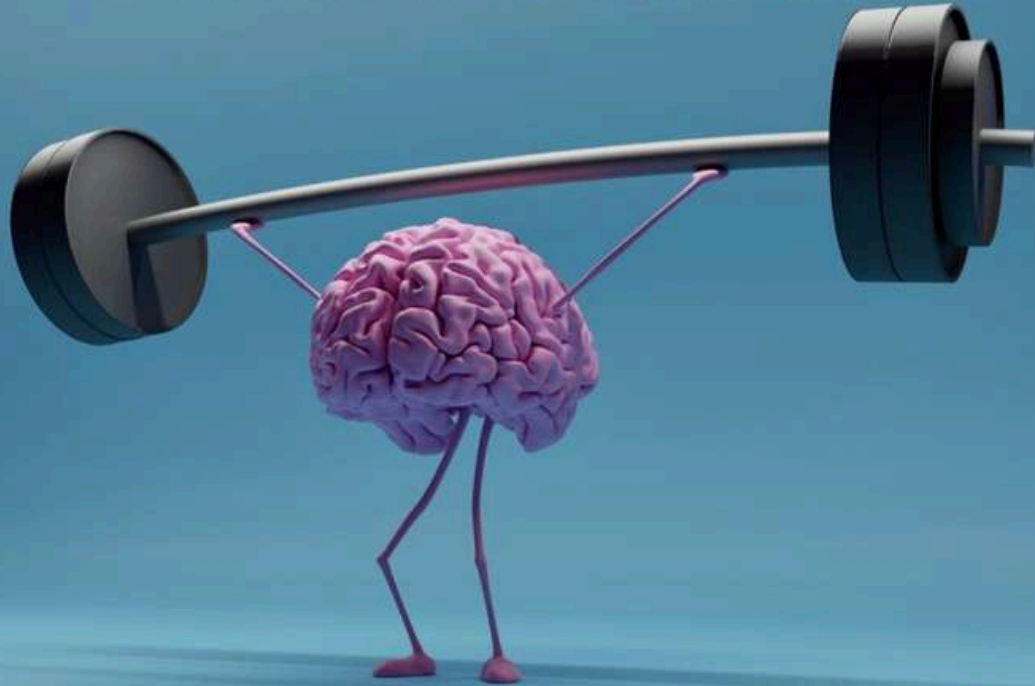
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