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CONGRESS

The impact of exams on
teaching and learning in
this day and age.

Fernando Capó and Nora Ramos



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Aims of the presentation

To reflect on the impact of getting students ready for exams today.

1. Teacher and learner roles.
2. Kind of learning taking place.
3. The use of digital tools and resources.

How does getting students ready for exams help them?

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**Count how many times
the players wearing
white pass the ball**



Part 2

Questions 9–16, read the text below and think of the word which best fits each gap. Write only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

0 N U M B E R

Spot the gorilla

Fill in the blanks

Create new fill in the blanks

Connect with others beyond the classroom

Content level: learning about the experiment

<https://issuu.com/crown-publishing/docs/the-invisible-gorilla-excerpt>

Explore new content, concepts, information and ideas

<https://www.youtube.com/watch?v=ubNF9QNEQLA>

Google it

Develop intellectual and attitudinal dispositions towards creating new knowledge

Apply this knowledge to other areas of life

...ent is famous in modern psychology. Participants are asked to ...nds playing an informal game of ball and count the (0) of ...ssed from one player to (9) The entire game and all the ...on screen throughout the experiment, and only one camera was ...e game, someone wearing a gorilla costume walks into the shot part in the game. The figure remains on screen for around ...strange thing is that the viewers are (11) busy counting the number of passes that around half of (12) regularly fail to notice the gorilla these people are told about the gorilla, they are amazed to missed it. ...orks every time, but why some people see the gorilla and others ...stery. Indeed, researchers have never been able to predict which see the gorilla.

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WHODUNNIT?





Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 I M P O R T A N C E

Understanding time

Since the earliest times, civilisations have understood the (0) of time. If you want to plan your future, or simply know how long things take to do, then the precise (17) of time is a necessity. That's why ancient cultures put such a lot of effort into the development of (18) calendars and clocks.

IMPORTANT

MEASURE

RELY

At first, people used the (19) of movements in the night sky as a way of predicting annual events. The Ancient Egyptians realised that it would be (20) to divide days up into smaller units of time. They were responsible for the (21) of the system of twenty-four hours in a day that we still use today.

OBSERVE

USE

INVENT

The first clocks were sundials using the (22) of the Sun's shadow to mark the passing of the day. This worked well in sunny countries but was (23) for places where the sky was often cloudy. People living there had to wait for the development of the mechanical clock before they could tell the time with any degree of (24)

LONG

APPROPRIATE

ACCURATE



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Word formation exercise

Create new word formation exercises

Content level: learning about how to measure time

Explore new content, concepts, information and ideas

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science
repute
rebel
religion
know
small
care
fascism
illusive



“Time is but a stubborn illusion”

science - scientist
repute-reputation
rebel-rebellion
religion-religious
know-acknowledged
small-smallest
care-careless
fascism-fascists
illusive-illusion

*Your reputation precedes you
Rebellion will get you nowhere in life
A construct of religious authority
I want my ideas to be acknowledged
From the smallest molecule to the
biggest galaxy
How could you be so careles...?
I will not sit by and wait for fascists to
kill my husband
Time is but a stubborn illusion*

“Time is but a stubborn illusion”

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Word formation exercise

Create new word formation exercises

Content level: learning about how to measure time

Explore new content, concepts, information and ideas

Connect with others beyond the classroom

Apply this knowledge to other areas of life

How does getting students ready for exams help them?

“It helps them set objectives, plan ahead, monitor their learning, overcome difficulties and frustration and realise that whenever there is hard work, goals are achievable.”

“It scaffolds learning”

“It provides a frame for the teacher and the students. They find common ground and aims to work towards.”

“They are familiarized with techniques.”

“It boosts morale.”

“They are encouraged to think about their learning process.”

“It gives them a sense of purpose and a connection to the world.”

“Students become culturally aware”

“It gives them the chance to practise and develop the four skills at a certain level as well as noticing how language works.”

“There's nothing to be lost. They always learn.”

The '**new pedagogies**' can be defined succinctly as a **new** model of **learning** partnerships between and among students and teachers, aiming towards **deep learning** goals and enabled by pervasive digital access.

A Rich Seam How New Pedagogies Find Deep Learning Michael
Fullan Maria Langworthy
January 2014

Aims of the presentation

1. Redefinition of teacher and learner roles.

New learning partnerships between and among students and teachers.

2. Redefinition of kind of learning taking place.

The learning process is restructured to focus on knowledge creation and purposeful use by setting deep learning tasks.

3. Redefinition of the use of digital tools and resources.

These will enable and accelerate the process of deep learning.

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A Rich Seam How New Pedagogies Find Deep Learning Michael Fullan Maria Langworthy January 2014

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The Learning to Learn Competence - Guarantor of Personal Development [Luminița Mihaela Drăghicescu^aSorin Cristea^bAna-Maria Petrescu^aGabriel Gorghiu^cLaura Monica Gorghiu^d](#)
<https://doi.org/10.1016/j.sbspro.2015.04.571>

The role of consciousness in second language learning Richard W. Schmidt



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THANK YOU!

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