

Integrating E-Learning and Open
Educational Resources into Classroom

Geography and Economics

Some active methods of learning
Mariana Boshnakova – Second English Language
School Sofia, 2015

Teaching geography

- ▶ Nature – diversity, processes and events
- ▶ The people on Earth – cultures and problems
- ▶ Economy of the countries

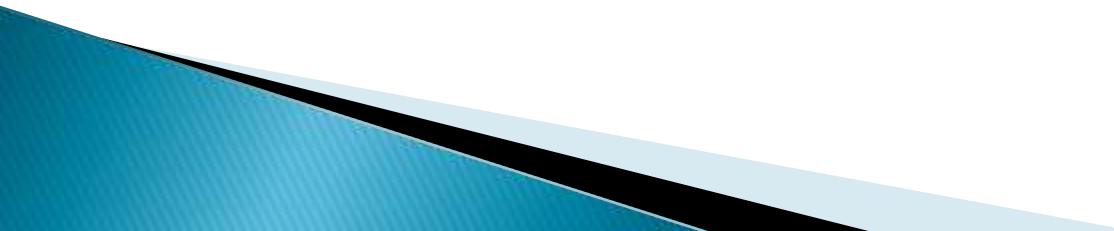
There are many questions:

- ▶ What else must we know?
 - ▶ Who can help us to learn it?
 - ▶ How can we move from knowing it to doing it?
- (Francisca Sánchez, 2010)

Framework for Success

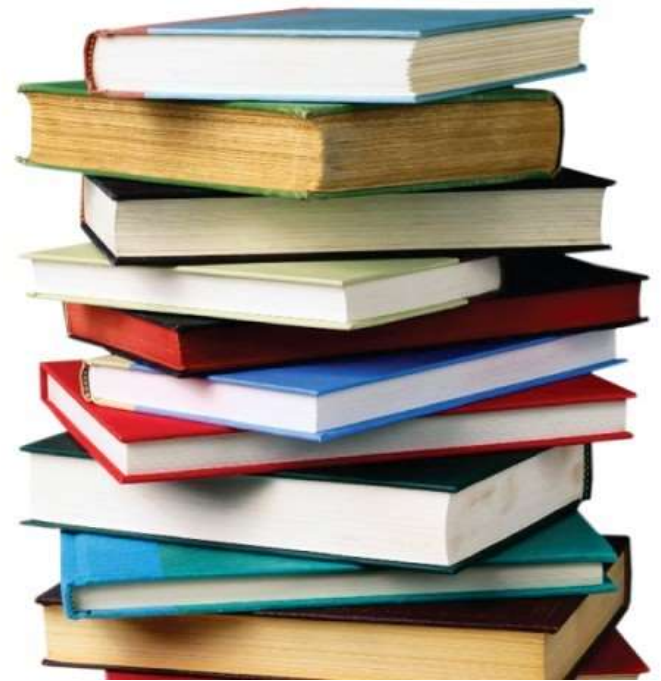
- ▶ **High Quality Instructional Resources** – electronic, digital, and technological as well as other traditional materials (deficit in Bulgaria)
- ▶ They must facilitate students' access to the core curriculum and expand their knowledge of the world
- ▶ **Teachers** must engage participants in learning activities that lead to a higher level of understanding
- ▶ Encourage and expect learners to participate
- ▶ Give participants hands-on experience
- ▶ Use teaching aids to gain and retain attention

We use the e-learning platform where I could share learning materials with my students, make quizzes and evaluate the learned material.



Print Resources

- ▶ Textbooks
- ▶ Journals
- ▶ Magazines
- ▶ Newspapers
- ▶ Reference Books
- ▶ Posters



Visual Resources

- ▶ Graphic images
- ▶ Photographs
- ▶ Paintings
- ▶ Movies
- ▶ Videos
- ▶ DVDs
- ▶ Sketches
- ▶ Drawings

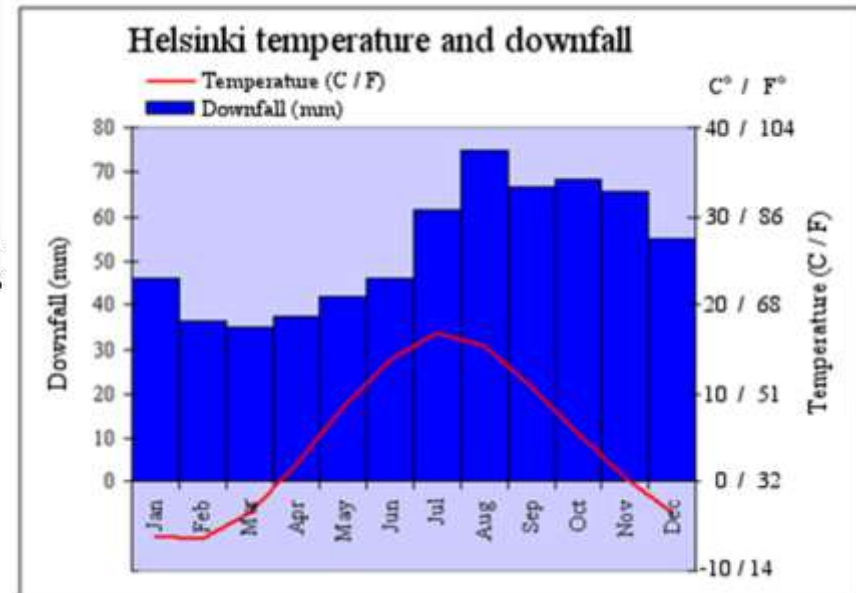
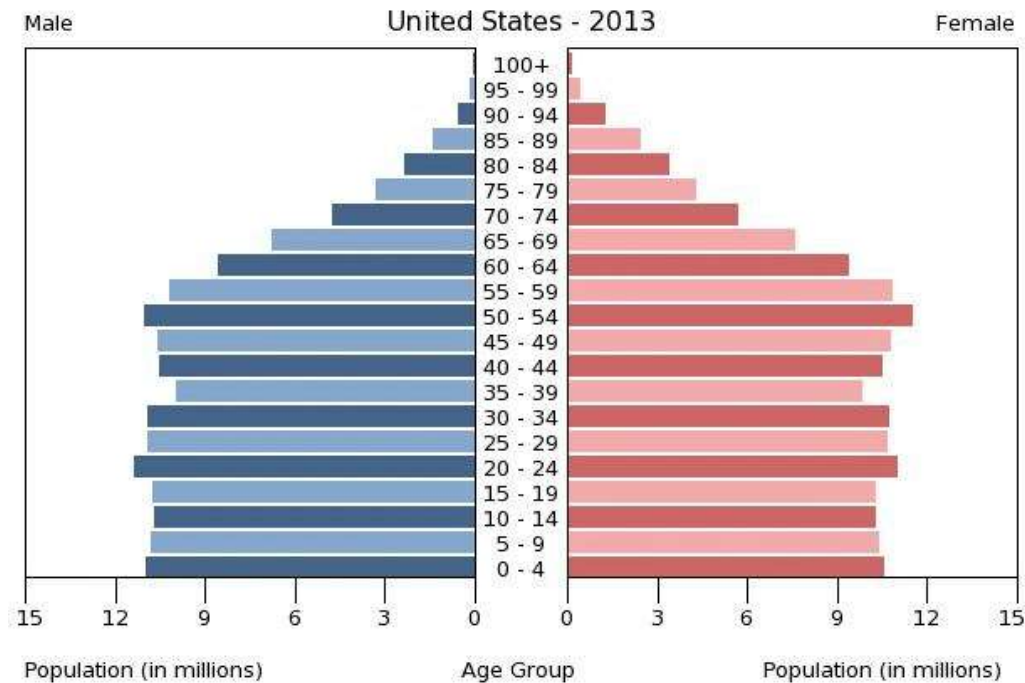


Digital Resources

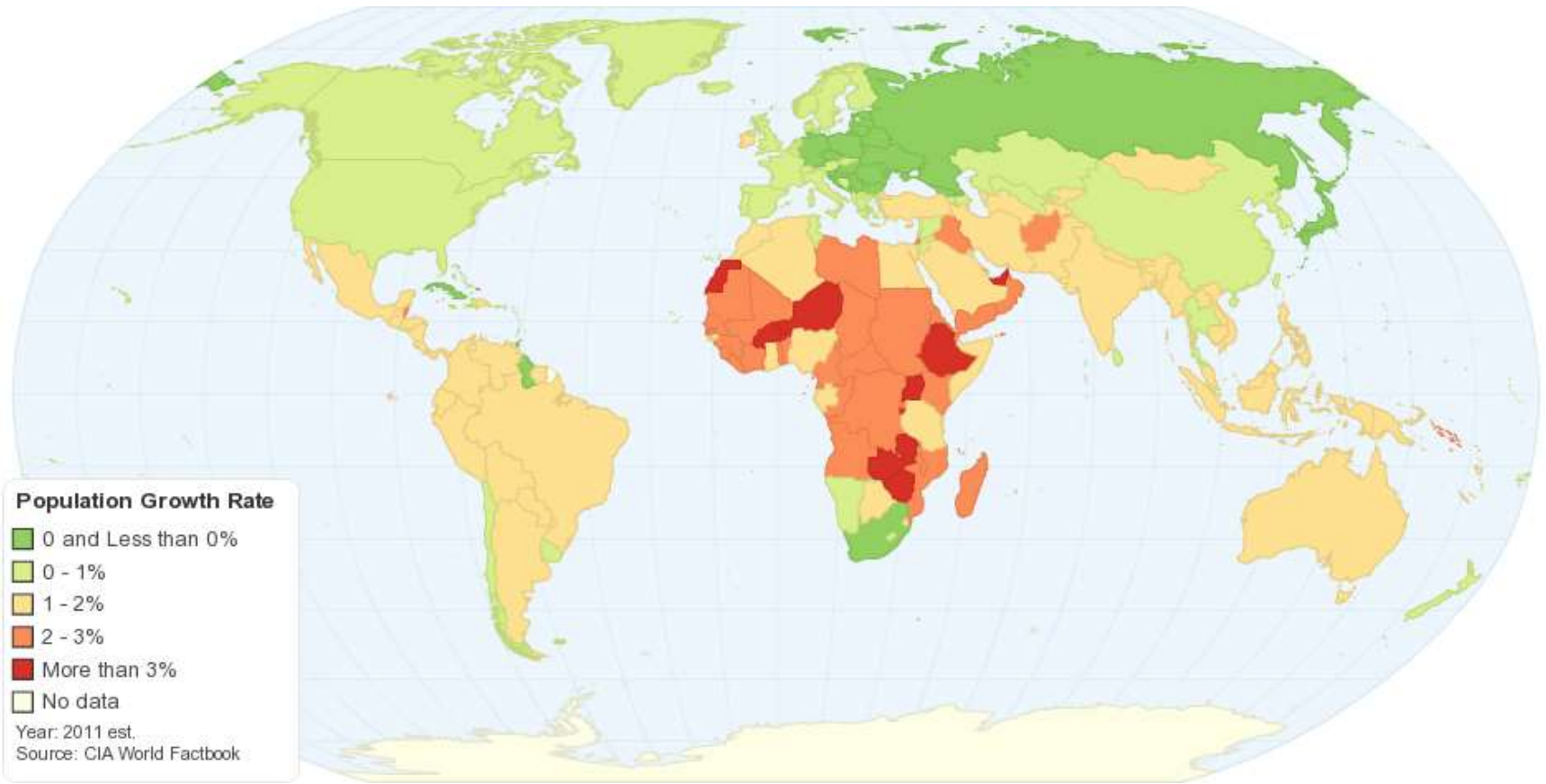
- ▶ Internet
- ▶ CD-ROM
- ▶ GIS (Geographic Information Systems)
- ▶ USB Flash
- ▶ Data Video Projectors
- ▶ Scanners
- ▶ Printers



Activity: Analyzing graphic images



Activity: Analyzing information from maps



Activity: Explain differences by photographs – the Alps

Why is the relief of the old and the young mountains in Europe different?



Photographs – the Scandinavian Mountains



Why is the relief of the old and the young mountains in Europe different?



Defining problems in Nigeria through movies – ecological, political, social

<https://www.youtube.com/watch?v=bj4DpplUA48>



Activity: Case study

- ▶ Provides an account of an actual problem that an individual/group has experienced
- ▶ Provides a means of analyzing & solving a typical problem
- ▶ Effective method of provoking controversy & debate on issues for which definite conclusions do not exist



Example of a Case

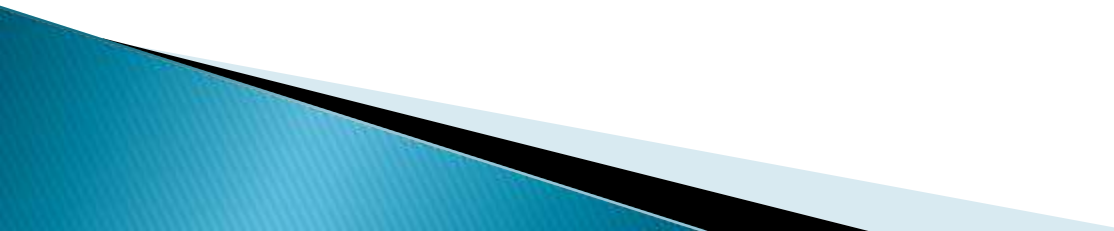
- ▶ The large number of tourists exceeds the capacity of the ski facilities in a small mountain resort, which is rapidly developing as an international ski center. The local people and the entrepreneurs insist on building new ski runs and lifts. Eco-warriors, however, rise up against excessive cutting of the forests, which are part of a National Park protected by UNESCO. The building permit is connected with changes in some texts from the existing forest legislation and some laws for protected areas.
- ▶ Discuss the case and state your opinion. Which is the best solution to the problem – a long-term resort development strategy or observing the “eco-norms” by making legal changes that defend the entrepreneurial interests?

Activity: Associative cloud

- ▶ Activity – why is Africa often called “The black continent”?
- ▶ Conclusion: Difficult problems to solve such as hunger, epidemics, child mortality, poor living and hygiene conditions, drought etc. are the reason for that name



Activity: Brainstorming

- ▶ Activity – divide the **problems** in Bulgaria into three main groups and define the **causes**:
 - ▶ 1st group – Natural and ecological problems
 - ▶ 2nd group – Social problems
 - ▶ 3rd group – Political and economical problems
 - ▶ The teacher can write on the interactive board and use it to demonstrate and present ideas in exciting and dynamic ways.
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Activity: Working in groups

- ▶ Stimulates individual input
- ▶ Learners obtain feedback from multiple perspectives
- ▶ Offers opportunity for peer instruction
- ▶ Example: exercise for sharing expectations – creating a poster, painting, etc. “The World’s Largest Lesson”



Activity: Value line

- ▶ A method of representing in space along an imaginary line the positions of students towards a certain issue.

Yes

Undecided

No



“Is the future of globalization a positive one?”

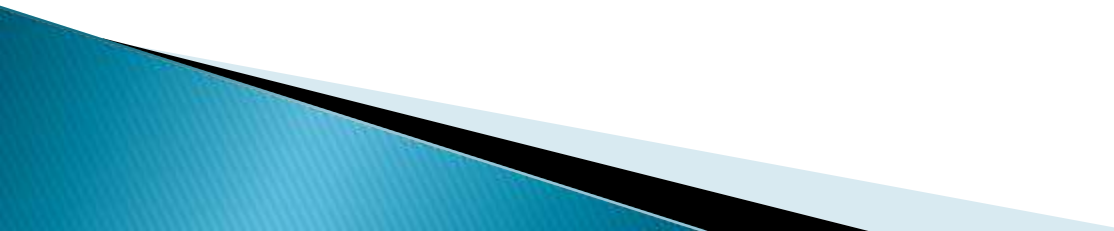
Yes

- ▶ the interdependency of countries will increase;
- ▶ sustainable development can be supported;
- ▶ stability of global level will be ensured to a greater extent;

No

- ▶ there will be increased dangers: ecological catastrophes, terrorism etc.;
- ▶ the advantages of globalization are unequally distributed;
- ▶ economic gaps between countries will continue to widen;

Resources

- ▶ Interactive Classroom Strategies and Structures for Success Dr.Francisca Sanchez.pdf
 - ▶ Global education, Open education centre, Sofia, 2013
 - ▶ <https://moodle.org/>
 - ▶ <http://www.thiagi.com/interactive-lectures.html>
 - ▶ <https://www.youtube.com/>
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Conclusion

- ▶ **A project of this kind is an excellent opportunity to exchange ideas and practical experiences**

Thank you for the attention!

