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International Conference On Thinking
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CALL FOR PAPERS SUBMISSION TEMPLATE

TITLE: The Role of the Teacher as an Agent of Change

STRAND: Education



CONTENT OF THE STRAND: Infusing Instruction in Thinking into Content Instruction

TOPIC: Teaching Thinking

DURATION: 60 Minutes



- 1 Teacher
- 2 Mind
- 3 Value
- 4 Action
- 5 Traditional
- 6 Role
- 7 Change
- 8 Motivation
- 9 Habits
- 10 Thinking



KEY WORDS:



OBJECTIVE: To invite educators to rediscover their role within themselves while adding value to their everyday practices.

METHODOLOGY: Oral presentation and video

LANGUAGES: English and/or Spanish



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MAXIMUM NUMBER OF ATTENDEES: n/a

SUMMARY OF WORK:

The global economy, the communication outlets, and the new technologies require us to reflect on our role as educators. What is happening to education in the world today?

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What skills does the 21st century student need to adapt and be productive in a world full of rapid changes and surprises? Is "traditional" education sufficient to provide our students with these skills?



Like everything in life, but at a slower pace, education has advanced and evolved in a way that invites educators, parents, students and the community in general face different challenges. There is a strong connection between the words "change" and "challenge", mainly because every change comes with a process of adaptation; a process in which there are concerns, fears, uncertainties, and also, great expectations.



Specially for educators it is natural to connect change with a sense of uncertainty, and to even sometimes be reluctant to it. However, although this feeling is natural, and to some extent understandable, it is important to modify our perception of the word "change" and to have courage and an open mind about the transformation that education is finally facing. It is all about: Adding Value and incorporate new strategies that will allow students to achieve their maximum potential. Sometimes, "this maximum potential" is hidden behind traditionalism, content, and an environment that does not bring challenges or opportunities that go beyond knowledge.



Traditionally, the student has been a passive participant, a person attending a class for a given amount of time, who receives a daily dose of information to memorize. The teacher has been responsible for providing information in a uniform manner to each student without necessarily considering their own uniqueness. The perceived role of the teacher as an agent who knows everything and cannot be questioned, has forged a one-way relationship that is not conducive to creative thinking and the exchange of ideas in this day and age.



The role of the teacher must change from an authoritative figure to a manager and leader whose job is to facilitate and promote the student's self-build. In a modern world, the major responsibility of the teacher is to stimulate curiosity and critical thinking skills in each student, understanding that each has particular strengths and weaknesses that need to be addressed individually. In this manner, each student discovers, in their own way, new means to form hypotheses and ideas, broaden their perspectives, make connections, and achieve their goals. That's the beauty of this new approach to education:



In an era of unprecedented dynamic change, the learner is not being prepared for a par-



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ticular system, the learner is being prepared to adapt and excel in a context that they do not know yet.



Formerly, those who had access to knowledge held the power in their hands. Today, however, with the doors opened by the Internet to almost any kind of information, what really matters is not who has the knowledge, but who has the shrewdness and intelligence to use knowledge more skillfully and ethically. Accordingly, we have advanced from the era of knowledge, to the era of intelligence. It has always been understood that intelligence exists, yet, educating in the 21st century requires the additional understanding that intelligence and critical thinking are conditions that, although have some genetic components, are shaped much more by the individual's environment and stimuli, and therefore can and should be developed. Without belittling knowledge, this new method links the use of knowledge with the use of thinking to create a powerful form of learning in which it is not only important to know, but it is vital to ask: What we can do or create with what we now know? What conclusions can we draw? How can we link content and thinking? And how can we connect the new with something already learned?



REFERENCES:

Project Zero
VESS Curriculum: Module 1

CURRICULUM:



- Associates Degree in Elementary Education - High Honors
Broward College



- Bachelors Degree in Elementary Education - Cum Laude
Florida Atlantic University



- Masters Degree in Business Administration with a Concentration in Human Resources
Honors
Nova Southeastern University



- Five years of experience in Education
- Two years of experience in Leadership and Management
- International VESS Coach: Peru, United States, and Argentina