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**Open innovative resources
for distance learning**



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TRAINING PROGRAMME

Topical area III: Activating methods in distance learning

Module II

Metody: Lapbook, open space, visual thinking, Oxford-style debate

Topic: Popular culture in the teaching practice

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Lublin 2022



Co-funded by the
Erasmus+ Programme
of the European Union

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1. INFORMATION ABOUT THE TRAINING

1.1. The name of the training

Popular culture in the teaching practice

1.2. Training needs analysis

The introduction of the elements of distance learning into the teaching/learning process is necessary not only because of the current epidemic situation but also because of the benefits resulting from the use of modern technologies in teaching. Thanks to the use of online tools, pupils/students are more engaged in the learning process. They can also develop their ability to work individually and in a group, as well as boost their creativity and critical thinking (Puchała-Ladzińska 2021).

The potential advantages of implementing online tools into the teaching/learning process:

- a) access to educational resources and the newest research is easier;
- b) the interactivity of the teaching/learning process increases, which makes students more engaged;
- c) the boundaries of the classroom can be crossed – teaching/learning is not limited by the means of space and time, thus, it is more egalitarian;
- d) the learning process can be adjusted to the needs and pace of work of the pupil/student;
- e) learning becomes a more attractive and pleasant experience for students thanks to the use of various teaching methods and techniques, e.g. visual presentation of the material; such techniques boost students' creativity;
- f) education becomes a global process;
- g) pupils/students can follow their learning progress and receive feedback from the teacher/colleagues (see Raja, Nagasubramani 2018).

Currently, schools and universities are mostly attended by representatives of two generations: born in 1980-1995, the so-called Millennials, also called Generation Y, and representatives of iGeneration born after 1995 – Generation Z. Both generations, due to their specific features, require a slightly different organization of the education process.



William Strauss and Neil Howe (2000), noted that Millennials, unlike previous generations, are more diverse, better educated and have a higher economic status. They have many positive features (at least from the point of view of the education system). They are characterized by: devotion to teamwork and working for the team, modesty, optimism, commitment, respect for authority, tolerance for various forms of supervision, adherence to the rules, constant striving to improve their level of education, the need for feedback, and excellent knowledge, or even love, of technology (Strauss and Howe 2000). Similar generational features were also indicated by Adelina Broadbridge et al. (2007). According to researchers, representatives of Generation Y are well-educated, self-confident, optimistic, open-minded, pro-social and pro-technological, energetic, well-informed, polite, and respectful people. Millennials are sometimes accused of being impatient or overly focused on themselves (Puchała-Ladzińska 2021).

Generation Z, iGeneration, are people born in the “world of the Internet”. They are referred to as “Digital natives”. They differ from Generation Y in their sense of danger in which they live. Young people see reality through the prism of terrorism, extremism, conflicts, and wars. Digital natives accept differences. They are tolerant. They are characterized by high awareness of factors that are beneficial and threatening to health and the environment. Representatives of this generation value privacy. They are entrepreneurial (they want to be their own bosses), but they enter adulthood later than previous generations. “Digital natives” need immediate feedback, and clearly defined structures, goals, and challenges that will allow them to monitor their own progress (Puchała-Ladzińska 2021).

What does Generation Z need in order to learn effectively?

- a) the use of technology in teaching/learning as a complement to the traditional approach and a factor that increases the quality of this process;
- b) involvement in the decision-making concerning the form of learning;
- c) taking their interests into consideration;
- d) providing key information;
- e) evaluation of the teaching/learning process;
- f) mentoring;
- g) communication and feedback;
- h) rational and friendly learning environment (Puchała-Ladzińska 2021).

Generation Y, on the other hand, prefers more social and immersive forms of learning in which practical activities can be performed. Young people do not want to be passive, but active, creative, and not limited. They want to go beyond the school space, also into virtual worlds. Communication on the Internet is a natural activity for them, as is the use of online tools. They prefer specific information and visualizations of problems and their solutions (e.g. YouTube videos). The teacher should be a mentor, as in the case of Millennials. Of course, none of these groups is homogeneous and the education process should take into account the individual characteristics and needs of each student (Puchała-Ladzińska 2021).

Activating methods, also known as active, searching, problem-based methods, activating teaching or activation, will be particularly helpful in meeting the expectations of contemporary students (Ordon 2015). Activating methods are the kind of activities performed by the group and its leader that enable the acquisition of knowledge through action and experience. Activating methods allow students to search for knowledge in the course of independent, multilateral activity, focused on a task or problem situation (Ordon 2015). In the literature on the subject, there are various classifications of activating methods (see Ordon 2015). One of the most interesting proposals is the classification by Danuta Bernacka, who listed eight groups of activating methods: methods integrating the group, methods (strategies) of teaching and learning in small groups, methods presenting ready-made messages, methods of creating and defining concepts, methods of creative problem solving and decision-making, methods of putting concepts and solutions in the hierarchic order, methods of exposing, and methods of practical action (Bernacka 2001). In teaching with the use of activating methods, the emphasis is on the person of the student and the development of his/her competencies, and not on the learning programme. The student is perceived as an active subject, gaining knowledge through his/her own experience and research. The teacher/lecturer supports the student by creating opportunities for gaining experience, emotional involvement, communication with others or independent reflection on the problem. Group dynamics mechanisms are used in the learning group (Maciejowska 2008).

Popular culture is currently a dominant type of culture (Carroll 1992). Nevertheless, it is still on the verge of reflection and educational activities. In the pedagogical discourse, popular culture is invariably placed in opposition to recognized high culture. The evaluation of its texts often takes place at the level of language and common understanding of certain terms, for example,

“popular”, whereas the actual content is not analysed. Popularity is simply associated with mediocrity, while universality is combined with inferiority. Contrary to the view presented above, the social and pedagogical nature of popular culture and art is more and more frequently underlined (Jakubowski 2017). According to this view, popular culture is considered to be a place for creating one’s own identity (this does not concern only young people), negotiating and creating meanings, and socialising (Jakubowski 2020). Indeed, social discourses – aspirations, problems, and values – are mirrored in popular culture. Witold Jakubowski (a promoter of the pedagogy of popular culture trend) comments on the still-binding arguments of critics accusing popular art of immaturity and primitivism. As he claims, popular art does not have to be dull both in terms of thought and aesthetics. Addressing culture to a wide audience does not necessarily mean lowering the level. The ease of reception excludes neither the originality of the creator’s expression nor the recipient’s activity. The industrial nature of cultural production today is not typical only for low art. Standardization occurs in both high and low art, as all conventions facilitate the achievement of certain forms and aesthetic effects (Jakubowski 2020: 93). Popular culture is not worse. It is a different fragment of cultural reality (see Jakubowski 2020), a dominant element, which is worth emphasizing. Therefore, popular culture should be awarded a full-fledged place in education.

1.3. Learning objectives

Main objective

The main objective of the training is to equip the participants with knowledge of popular culture and abilities to use it in their teaching practice with the use of selected activation methods (lapbook, open space, visual thinking, oxford-style debate) adapted for distance learning.

Detailed objectives

Participants of the training shall:

in terms of knowledge:

- know the main features of the lapbook method;
- define the notion of “popular culture”;
- know the potential of popular culture in teaching;

- know the assumptions of the open space method;
- know characteristic features of the visual thinking method;
- know characteristic features of the oxford-style debate;
- be aware of the possibilities of using popular culture in their teaching practice.

in terms of skills:

- be able to use the lapbook method in distance teaching;
- be able to implement the open space method according to its assumptions;
- be able to implement the visual thinking method;
- be able to run the oxford-style debate online;
- recognise the potential of popular culture in teaching;
- cooperate with others;
- provide arguments for the solution they have proposed.

in terms of attitudes:

- present egalitarian and populist views on culture;
- see education as a cultural practice;
- be creative/inventive;
- be open to variety in terms of quality and aesthetic needs;
- consciously use online tools.

1.4. The target group of the training

The training is intended for academic teachers, teachers in primary and secondary schools, students preparing to work with children, teenagers, and adults, as well as post-graduate students who want to improve their teaching competencies. The target group of the training are people who want to gain knowledge and increase their skills connected with the use of activation methods in distance education.

1.5. Form of training implementation

In order to ensure the effectiveness of the training, it is recommended to conduct it in the group including from 12 to 18 people. However, the training programme can be adopted for the needs of the specific group. Although the training should be implemented with the use of methods and techniques of distance learning, it may also be conducted in person. It has been assumed that the training should be implemented via the Moodle Learning Platform.

1.6. Duration of the training

The duration of the training is 4 hours and 30 minutes (6 didactic hours).



2. TRAINING PROGRAMME

2.1. Learning contents

During the training, participants shall acquire basic knowledge on the pedagogical potential of popular culture and selected activating methods (lapbook, open space, visual thinking, Oxford-style debate). The issues discussed boil down to three thematic areas:

- a) the first area, general and introductory, concerns the traditional approach to the role of culture and art in education and its evolution. Training participants have the opportunity to share their own experiences of participating in culture using the lapbook and visual thinking methods;
- b) the second area is devoted to an attempt to define popular culture and selected problems connected with the socialisation of pop culture. Participants have the opportunity to exchange opinions with the use of the open space method;
- c) the third area presents the possibilities of using popular culture in the teaching practice. Participants may address the problem and present their viewpoints by taking part in the Oxford-style debate.

2.2. Training schedule

Subject area	Duration time
1. <i>High</i> and <i>low</i> culture from the pedagogical perspective – traditional and modern approach (lapbook and visual thinking)	1.5 h
2. The notion of popular culture and problems connected with the socialisation of pop culture (open space)	1.5 h
3. How to implement popular culture in your teaching practice? (Oxford-style debate)	1.5 h



2.3. Didactic means and materials

Means and materials used:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- Internet browsers;
- MS Office;
- [Padlet](#);
- [Canva](#);
- [Mural](#);
- [Miro](#);
- didactic materials.

2.4. Teaching methods

Teaching methods:

- lapbook;
- open space;
- visual thinking;
- oxford-style debate;
- Socratic debate;
- informal discussion;
- lecture;
- explanation;
- presentation;
- “Washer, briefcase, bin?”;
- open-ended sentences.



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3. LESSON PLANS

3.1. *High and low culture from the pedagogical perspective – traditional and modern approach (lapbook and visual thinking)*

Detailed objectives:

- participants know the guidelines for creating a virtual lapbook;
- participants know how to create lapbook;
- participants know the assumptions of the visual thinking method;
- participants can implement the visual thinking method in practice;
- participants understand the changes in pedagogical views on culture and art;
- participants cooperate with each other;
- participants boost their creativity.

Didactic methods:

- informal discussion;
- explanation;
- lecture;
- practical exercises;
- lapbook;
- presentation;
- visual thinking.

Duration time: 1 h 30 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- Internet browsers;
- MS Office;
- [Padlet](#);



- [Canva](#);
- [Mural](#);
- [Miro](#);
- didactic materials.

Task 1. *High* and *low* culture from the pedagogical perspective – traditional and modern approach

Didactic methods:

- informal discussion;
- explanation;
- practical exercises.

Duration time: 20 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- didactic materials.

Course of training:

1. Participants log into the Moodle Learning Platform – BigBlueButton service in module II: *Popular culture in the teaching practice*.
2. The instructor greets participants and gives the subject of the training.
3. The instructor presents the traditional approach concerning the role of culture and art in teaching (didactic materials 1) and encourages participants to share their opinions on this subject.
4. Participants write their own definitions of the term “cultural omnivorousness” in the “Shared notes” section.
5. The instructor concludes the exercise by defining “cultural omnivorousness” (didactic materials 2).



Task 2. Lapbook and visual thinking – main assumptions

Didactic methods:

- informal discussion;
- lecture;
- presentation.

Duration time: 25 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- didactic materials.

Course of training:

1. The instructor presents the lapbook method (didactic materials 3).
2. The instructor presents an exemplary traditional and virtual lapbook (didactic materials 4).
3. The instructor presents tools for preparing a virtual lapbook (didactic materials 5).
4. The instructor presents the visual thinking method (didactic materials 6)
5. The instructor presents the example of visualisation and discusses the tools for preparing it (didactic materials 7 and 8)
6. The instructor encourages participants to ask questions and discuss the topic.

Task 3. Lapbook and visual thinking – practical exercises

Didactic methods:

- informal discussion;
- lapbook;
- visual thinking.

Duration time: 35 min.



Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- Internet browsers;
- MS Office;
- [Padlet](#);
- [Canva](#);
- [Mural](#);
- [Miro](#).

Course of training:

1. Participants' task is to prepare the work "My model of participation in culture" with the use of lapbook and/or visual thinking methods (didactic materials 9).
2. Participants perform the task.
3. Each participant presents and describes his/her work.

Task 4. Conclusions

Didactic methods:

- informal discussion.

Duration time: 10 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton).

Course of training:

1. The instructor encourages participants to share their thoughts connected with the presented activation methods.
2. The instructor concludes the first part of the training.

3.2. The notion of popular culture and problems connected with the socialisation of pop culture (open space)

Detailed objectives:

- participants know the assumptions of the open space method;
- participants are able to implement the open space method in practice;
- participants know the notion of popular culture;
- participants are aware of the selected problems connected with socialisation in the world of popular culture;
- participants are aware of the variety of needs and qualities, including the aesthetic aspect.

Didactic methods:

- Socratic debate;
- explanation;
- practical exercises;
- open space.

Duration time: 1 h 30 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- Internet browsers;
- MS Office;
- didactic materials.

Task 1. The notion of popular culture

Didactic methods:

- explanation;
- Socratic debate.



Duration time: 25 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- Internet browsers;
- MS Office;
- didactic materials.

Course of training:

1. The instructor greets participants and gives the subject of the training.
2. The instructor presents the principles of the Socratic debate (didactic materials 10).
3. The instructor sends participants a fragment of a text to read (didactic materials 11).
4. Participants discuss the text about the notion of popular culture.
5. The instructor concludes the discussion

Task 2. Problems connected with the socialisation of popular culture (open space)

Didactic methods:

- open space;
- informal discussion;
- explanation;
- presentation.

Duration time: 50 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- didactic materials.



Course of training:

1. The instructor presents the open space method (didactic materials 12).
2. The instructor presents the topic for the discussion and examples of issues to be discussed (didactic materials 13).
3. Participants prepare the open space programme and begin the discussion.
4. When the discussion ends, the representatives of the groups present the conclusions.
5. The instructor concludes the open space meeting.

Task 3. Conclusions**Didactic methods:**

- informal discussion;
- “Washer, briefcase, bin?”.

Duration time: 15 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton).

Course of training:

1. The instructor asks participants to share their impressions and thoughts on the discussion conducted in the open space method with the use of “Washer, file, bin?” (didactic materials 14). The instructor shares the diagram (didactic materials 15) and participants write their ideas on the virtual board.
2. The instructor sums up the answers provided by participants and concludes the second part of the training.



3.3. How to implement popular culture in your teaching practice? (Oxford-style debate)

Detailed objectives:

- participants know the principles of the Oxford-style debate;
- participants know how to conduct the Oxford-style debate;
- participants know the didactic potential of popular culture;
- participants are open-minded to the views of others;
- participants are aware of the diversity of cultural needs.

Didactic methods:

- Oxford-style debate;
- explanation;
- practical exercises;
- presentation.

Duration time: 1 h 30 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- Internet browsers;
- didactic materials.

Task 1. Popular culture and philosophy

Didactic methods:

- explanation;
- practical exercises;
- presentation.

Duration time: 25 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- Internet browsers;
- didactic materials.

Course of training:

1. The instructor greets participants and gives the subject of the training.
2. Participants watch the video *Pop Culture: Pop and Philosophy* (didactic materials 16).
3. After watching the video, the instructor asks each participant to write the titles of three texts of culture that deal with important philosophical matters in the “Shared notes” section.
4. The instructor discusses the list of the texts with participants.

Task 2. The use of popular culture texts in the teaching practice – for and against (Oxford-style debate)**Didactic methods:**

- Oxford-style debate;
- explanation;
- presentation.

Duration time: 45 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- didactic materials.

Course of training:

1. The instructor explains the principles of the Oxford-style debate to participants (didactic materials 17).



2. The instructor presents the topic of the debate and exemplary issues concerning the use of popular culture works in the teaching practice that may be discussed (didactic materials 18).
3. The instructor divides participants into three groups.
4. Participants prepare for the Oxford-style debate and take part in the discussion.
5. The instructor sums up the results, congratulates the winners, and thanks participants for taking part in the debate.

Task 3. Conclusions

Didactic methods:

- informal discussion;
- open-ended sentences.

Duration time: 20 min.

Didactic means and materials:

- computer with the Internet connection, loudspeakers, and microphone;
- personal account on the Moodle Learning Platform (BigBlueButton);
- didactic materials.

Course of training:

1. The instructor asks participants to complete the open-ended sentences that sum up the training (didactic materials 19).
2. The instructor thanks participants for taking part in the training and concludes the meeting.



3.4. Didactic materials 1

High and low culture from the pedagogical perspective – traditional and modern approach (lapbook and visual thinking)

Traditional approaches to socialisation and education of the youth assume that institutions such as the family, school and the Church play a major role in this process. One of the most important components of shaping the identity of young people is high culture, e.g. theatre, opera, museums, classical music, literature, poetry, and other fine arts, that constitute the canon of Western culture. In traditional approaches, it is assumed that a young person should be “introduced” to high culture, as it is the essence of good taste. There is also the second function of high culture. Namely, it is one of the important sources of class and individual division of people within the social system. Knowledge of the high culture is considered to be a determinant of high cultural capital and vice versa. As a consequence, the unequal method of “distribution” of knowledge about high culture may contribute to the perpetuation of social differences. In the traditional approach, popular culture is equated with low culture. It is considered banal and deprived of any value. Participating in popular culture leads to the trivialization of a person’s lifestyle and the impoverishment of their identity. From this perspective, popular culture cannot be of interest to teachers.

Nevertheless, the abovementioned model of education and socialisation is not adequate nowadays. A phenomenon that can be described as a socialisation shift, which consists in reducing the role of traditional social institutions, i.e. the family, school and the Church, in the processes of socialisation of young people can be noticed in contemporary society. The place of these institutions is being taken over by peer groups and popular culture. This is caused by several factors. Firstly, pop culture has become a lifestyle for all social groups (the phenomenon of cultural omnivorousness has emerged among representatives of the upper classes). Secondly, the traditional division into high and low culture has been abolished (or at least seriously violated). Finally, traditional institutions seem outdated to young people as they are not able to meet the identity needs of the youth in a dynamically changing world. To sum up, popular culture has become an integral part of contemporary social life and no one is able to undermine its socialising role. Therefore, ignoring the role of popular culture by the school and teachers, as

well as by parents, leads to their self-exclusion from the socialisation process (Melosik 2015: 33).

References:

- Melosik, Z. (2015). *Kultura popularna, pedagogika i młodzież*, [w:] Pyżalski J. (red.) *Wychowawcze i społeczno-kulturowe kompetencje współczesnych nauczycieli. Wybrane konteksty*, Wyd. theQ studio: Łódź, (<http://hdl.handle.net/10593/14308>).



3.5. Didactic materials 2

The phenomenon of cultural omnivorousness

Many kinds of research show that people from groups that are higher in the social hierarchy have competencies and aspirations to participate in both high and popular culture. They can simultaneously enjoy the music of Stravinsky and the songs of the American singer Taylor Swift, read *Crime and Punishment* by Dostoevsky and *Cosmopolitan* or even tabloid magazines, go to the opera for *Tosca* or *Aida*, and experience strong emotions at the football stadium on the same day. However, this phenomenon does not include representatives of the working class, who can only function within areas defined by popular culture (Melosik 2015: 33).

Cultural omnivorousness may be considered opposition to the snobbery that is associated with high taste organically related to social status. It can be assumed that the “average omnivore” has a high cultural capital, and therefore does not need institutional justification for his/her choices. He/she has the ability to understand the discourses governing culture and the social world. Moreover, he/she can relate to them and argue with them, giving individual texts of culture a unique meaning (Iwasiński 2015). For him/her, culture is a space for satisfying a range of needs, from sensual to intellectual, in a conscious way.

References:

- Melosik, Z. (2015). *Kultura popularna, pedagogika i młodzież*, [w:] Pyżalski J. (red.) *Wychowawcze i społeczno-kulturowe kompetencje współczesnych nauczycieli. Wybrane konteksty*, Wyd. theQ studio: Łódź, (<http://hdl.handle.net/10593/14308>).
- Iwasiński, Ł. (2015). *Konsumpcja kulturowa jako manifestacja statusu. Od determinizmu klasowego do wszystkożerności*, „Przegląd Socjologiczny”, nr 64 (3), 9-25.



3.6. Didactic materials 3

Lapbook

In traditional meaning, a lapbook is a file, frequently resembling a small book, that includes some text (e.g. interesting quotes), pictures (e.g. representing book characters), and three-dimensional models (e.g. topography or diagrams). It usually has some pockets for toys, games, and riddles. Lapbook is a thematic book containing information from various sources, presented in a very simple and engaging way. The purpose of using a lapbook is to boost the student's imagination and involvement by creatively arranging an ordinary briefcase into an interactive entertainment and educational space (Wójcik 2020). Lapbook stimulates creative thinking, develops imagination, inspires, and arouses curiosity. It can also help to improve the ability to work in a group (see Staćel 2014). Lapbook can be used in various environments, such as schools, libraries, and universities (Peycheva, Lazarova 2018). Using a lapbook is based on the idea of discovering the content hidden in it gradually. It relies on a non-linear, interactive message, which makes this tool similar to forms of communication that are popular in the network environment and close to the young recipient. Therefore, you can easily translate the traditional form of a lapbook into an electronic version, prepared in various free programs available on the Internet (e.g. Padlet, Canva) or MS Office (e.g. PowerPoint). In the digital version, the lapbook may contain (among others) pictures, gifs, and hyperlinks taking the user to specific places on the web, like blogs, encyclopedias, and films selected by the pupil/student. Lapbook is a personalized form of expression that can be successfully used at various levels of education. Its potential depends primarily on the context and scope of use.

References:

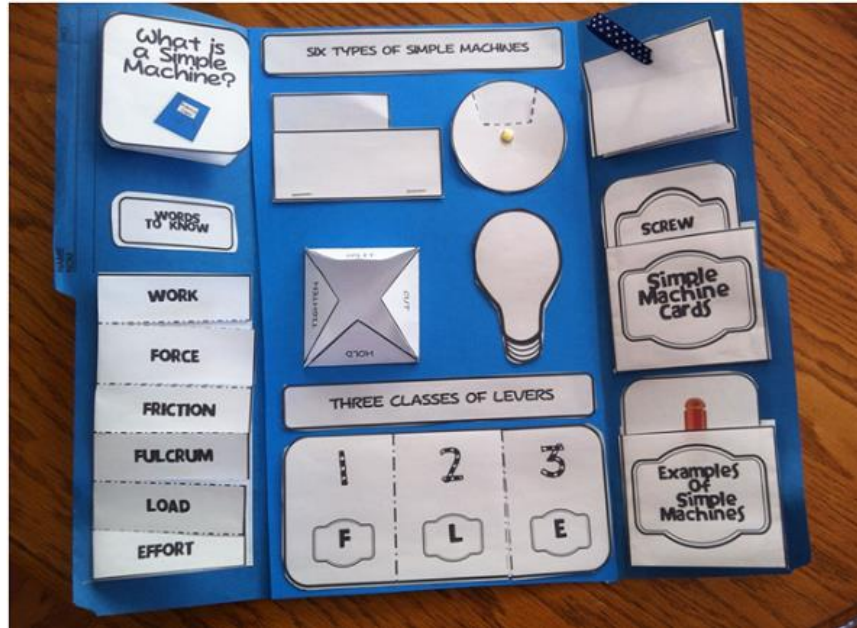
- Peycheva, Y., Lazarova, S. (2018). *The lapbook as a didactic tool to implement integrated training in natural science and technology and entrepreneurship at primary school level*, "Knowledge International Journal", nr 28.3, 959-963.
- Staćel, K. (2014). *Lapbook w bibliotece szkolnej. Warsztaty artystyczne*, „Biblioteka w szkole”, nr 9, 24-25.
- Wójcik, M. (2020). *Lapbook jako narzędzie promocji książki dla dzieci*, „Przegląd Biblioteczny” nr 3, 375-385.



3.7. Didactic materials 4

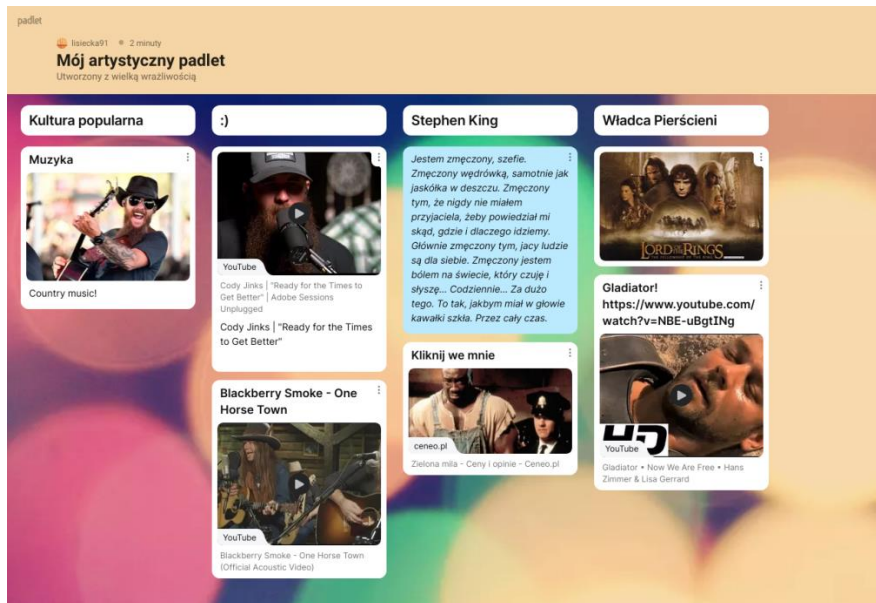
Traditional (1) and virtual (2) lapbook

1.



Source: <https://pl.pinterest.com/pin/573083121304772226/> (accessed: 9.11.2021)

2.



Prepared with the use of: <https://pl.padlet.com/> (accessed: 09.11.2021)



3.8. Didactic materials 5

Tools which you can use to prepare a virtual lapbook:

- [Padlet](#)
- [Canva](#)
- [Wakelet](#)
- [Microsoft Sway Office](#)
- [Sutori](#)
- Microsoft PowerPoint



3.9. Didactic materials 6

Visual thinking

Visual thinking is a method of recording and transmitting information through images combined with text. The main assumption of visual thinking is that linking images and words is a more effective means of communication than communication based on words only. Visual thinking is an alternative type of mental work that organises thoughts in a non-linear and spatial way. In visual thinking you can use text, basic visual shapes (e.g. dot, line, circle, arrow) and diagrams (e.g. charts and time axis graphs), as well as more complex drawings. Visual thinking allows you to visualize complex ideas and stimulates problem-based thinking. It is also useful for making summaries. Visual thinking can be found in a variety of forms or techniques, such as doodling, graphic recording, graphic facilitation, scribing, and sketchnotes. Individual techniques may be combined into mind maps, conceptualisations, storyboards, and visual journals (Fernández-Fontecha et al. 2019).

[What is Visual Thinking?](#)

[Doodling](#)

[Graphic recording](#)

[Graphic facilitation](#)

[Scribing](#)

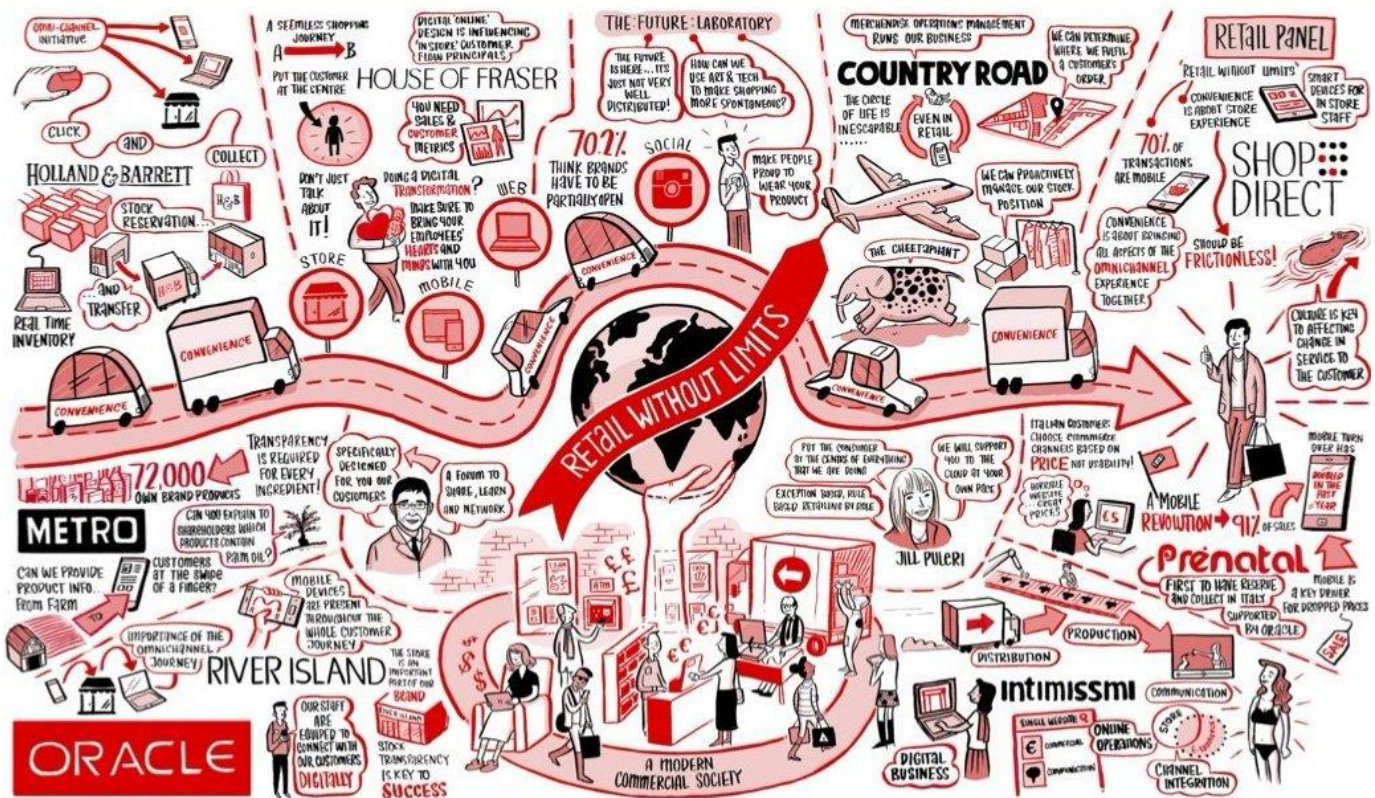
Source:

- Fernández-Fontecha, A, O'Halloran, KL, Tan, S, Wignell P. (2019). *A multimodal approach to visual thinking: the scientific sketchnote*, "Visual Communication", nr 18(1), 5-29, (doi:[10.1177/1470357218759808](https://doi.org/10.1177/1470357218759808)).



3.10. Didactic materials 7

Visual thinking – an example



Source: <https://gestalten.com/products/graphic-recording> (accessed: 10.11.2021)



3.11. Didactic materials 8

Visual thinking – tools

- MS Paint
- [Canva](#)
- [VistaCreate](#)
- [Mural](#)
- [Miro](#)



3.12. Didactic materials 9

Task – My model of participation in culture

Use the tools you have learned and online resources to prepare your own model of participation in culture. Create a virtual lapbook and/or visualisation showing how and when you have access to culture, what you “consume”, what you like best and what is beyond your interest. Be creative!

Time for performing the task – at least 20 minutes.



3.13. Didactic materials 10

Socratic debate

It is a form of intellectual conversation, focused on the text. The text can be an essay, report, poem, video, picture, work of art, newspaper article, etc. The organizer of the debate selects the text around which it will be held. It is essential that all participants read the text as a condition for full participation in the discussion.

After reading/watching the text, participants discuss it together. Unlike other forms of discussion, Socratic discussion uses primarily critical thinking and open-ended questions. The role of the moderator/chair should be limited to making sure that participants do not depart from the main problem too much. The core of the Socratic discussion is critical thinking. The aim of the discussion is to clarify what was unclear and to find justification for what has no cause. Socratic discussion is a way of arriving at the truth, promoting creative thinking, and developing tolerance towards different points of view.

Source: <https://samorzad.ceo.org.pl/material/dyskusja-sokratejska> (accessed: 07.11.2021).



3.14. Didactic materials 11

Text for the Socratic discussion

Currently, Western literature is moving away from a pessimistic approach to popular culture and its recipients and ceases to identify it with mass culture. As John Fiske claims, popular culture is not consumption – it is primarily culture. It is an active process of generating and circulating meanings and pleasures within a social system. The aforementioned researcher draws attention to the numerous similarities between popular and folk culture, recalling the discussion of the latter by Graham Seal, who claims that there are several characteristic features of folk culture. First of all, it defines the identity of individuals and groups. Moreover, it is communicated informally, hence it is very difficult to clearly distinguish between senders and recipients. Finally, although it may interact with established social institutions such as the Church, media or educational system, it functions outside of them. It can be noticed that the abovementioned features of folk culture fit perfectly into the characteristics of contemporary popular culture. Fiske maintains that although popular culture is not folk culture, they have many common features. Although they exist in a different social context, they are the culture of the people. In a sense, popular culture can be understood as the folk culture of post-industrial societies and it is treated as such more and more often. Popular culture, however, is not mass culture. Mass culture, Fiske says, is a useful term for those who believe that the goods produced and distributed by the culture industry can help to bridge social inequalities. The audience, however, is not a passive, alienated mass. Fiske concludes that mass culture does not exist. What we are dealing with are just theories of mass culture connected with pessimism and panic. Today, the concept of mass culture has more historical significance and refers to the “second wave” world described by Alvin Toffler. The term “popular culture”, referring to the word *populus* (people), is more connected with modern times (Jakubowski 2014: 96-97).

Mass culture, popular culture, culture industry – the dominant type of modern culture corresponding to the model of mass society in which the mass media are commonly used.

It is the result of the democratisation of culture and the development of technology, especially in the field of communication. The main attribute of mass culture is its range, as the name implies, including supra-local, transnational and even global groups of participants. It is usually

contrasted with an elite, highly artistic culture. From the point of view of such contrast, mass production, the standardisation of the content, and the tendency to unify the tastes and behaviour of recipients (the so-called homogenization of culture) dominate in popular culture. The dynamic development of digital media ultimately shaped the model of mass culture as a culture of large audiences, a fast flow of information, and easily accessible, cheap entertainment (Encyklopedia PWN).

References:

- Jakubowski, W. (2014). *Media i kultura popularna jako obszar studiów nad edukacją*, „Studia Edukacyjne”, nr 50, 91-107.
- <https://encyklopedia.pwn.pl/haslo/kultura-masowa;3928898.html> (accessed: 12.11.2021).



3.15. Didactic materials 12

Open space

Open Space Technology is a way of conducting events, conferences and meetings. The number of participants in these meetings may oscillate between 5 and 2,000. The open space method can be implemented both in smaller and larger discussion groups. The creator of the method is Harrison Owen, who noticed that during the conferences he organized, regardless of the quality of the lectures, the most anticipated moments were coffee breaks, during which participants could freely talk about topics that they were interested in. Therefore, Owen tried to create an environment for working with large groups that would allow participants to spend time enjoyably while producing satisfactory results. As a result, the open space method was created.

Open space begins with giving the main topic and writing time slots with symbols that represent the places of discussion on the board. Each participant can propose a topic for conversation in a small group. The person who wants to suggest a subject for discussion writes it down on a piece of paper and adds his/her name. Then, he/she reads aloud what he/she wrote, chooses a time and place for discussion and places the piece of paper on the agenda. From this moment, the program is ready and the talks can start when all the submitted topics are posted on the board. The agenda remains available to participants throughout the meeting. Thanks to this, they can look at it at any time, see what issues are currently being discussed and join the discussion in the selected group. In each group, reports on the ongoing conversation are prepared. Collecting the reports and sending them to participants after the meeting allows them to analyse the knowledge and ideas they came across. Moreover, activities that can be taken in connection with the discussed issues are often planned during open-space discussions (Gadamska 2018: 31-32).

For the effectiveness of the open space, a friendly atmosphere is important. It can be ensured by obeying the following rules (discussed by the instructor/coordinator at the very beginning):

- 1) whoever comes is the right people;
- 2) whenever it starts is the right time;
- 3) wherever it happens, it happens in the right place;
- 4) whatever happens is the only thing that can happen;
- 5) when it's over, it's over (see Van Woezik et al. 2019).

These principles are complemented by the "law of two feet", which means that any person may leave the discussion at any time and

move on to another group. One participant can visit multiple groups. Such a person is a so-called “bee” carrying ideas from one group to another. A person who is not actively participating in any discussion at the moment is a so-called “butterfly”. He/she can initiate previously unsolicited discussions anywhere in the open space. A “butterfly” can become a “bee” and vice versa. Each participant decides for him-/herself how to arrange his/her time and space. It is important to open up to the unexpected and partially relinquish control. All open-space participants have equal rights. Although the discussions are not moderated by experts, it does not mean that the meeting is not attended by specialists who may unexpectedly reveal themselves during the meeting (Gadamska 2018).

The traditional formula of the open space method can be easily applied on the Moodle Learning Platform. The agenda should be prepared in the “Shared Notes”. The instructor creates virtual groups (rooms) and invites the participants to join them. Participants can leave a given group and move to another at any time (the instructor moves the participant to the selected room). Participants can work on the agenda and sum up the discussion on the BigBlueButton forum.

References:

- Van Woezik, T., Reuzel, R., Koksma, J. (2019). *Exploring Open Space: A self-directed learning approach for higher education*, “Cogent Education”, nr (6)1.
- Gadamska, M. (2018). *Wykorzystanie metod aktywizujących w pracy z grupą*, „Kwartalnik Edukacyjny”, nr 3, 24-33.



3.16. Didactic materials 13

Open space – the topic and issues to be discussed

Topic: *Problems connected with the socialisation of popular culture*

What are the consequences of socialisation that takes place in popular culture? What problems may arise? What are the chances? Which areas of the functioning of children, teenagers, and adults will be most affected?

Issues to be discussed – examples:

- popular culture is oriented on physical and sexual aspects of life;
- children and teenagers build their identity based on popular culture, as they consider it a factor that enriches one's life;
- popular culture reinforces the impression of the fast pace of life and immediacy of events;
- virtual reality is more attractive than the real world;
- popular culture promotes variety and personalisation (see Melosik 2015);
- popular culture is a mirror that reflects reality;
- popular culture weakens the importance of traditional authorities.

Sources:

- Melosik Z. (2015). *Kultura popularna, pedagogika i młodzież*, [w:] Pyżalski J. (red.) *Wychowawcze i społeczno-kulturowe kompetencje współczesnych nauczycieli. Wybrane konteksty*, Wyd. theQ studio: Łódź, (<http://hdl.handle.net/10593/14308>).



3.17. Didactic materials 14

Washer, briefcase, bin? – description of the method

It is a summarizing method. The board contains drawings of a washing machine, a file and a bin. The washing machine answers the question: What needs to be improved? Briefcase: What am I taking with me? Bin: What is not useful to me? Each participant writes down what they have learned from working on the project, what, in their opinion, should be improved and what will not be useful to them in the future. Participants write short sentences, phrases, or keywords around the drawings.

Source: <https://cdw.edu.pl/6-sposobow-jak-podsumowac-zajecia-grupowe-do-pobrania/>
(accessed: 11.11.2021).



3.18. Didactic materials 15

“Washer, briefcase, bin?” – exemplary board

PRALKA	TECZKA	KOSZ
		
Co należy poprawić?	Co zabieram?	Co mi się nie przyda?

In the picture:

PRALKA – Washer: What needs to be improved?

TECZKA – Briefcase: What am I taking with me?

KOSZ – Bin: What is not useful to me?

Prepared with the use of: https://www.canva.com/pl_pl/ (accessed: 09.11.2021)



3.19. Didactic materials 16

Pop Culture: Pop and Philosophy

Link to the video: <https://www.youtube.com/watch?v=9ypg71Aixwc> (accessed: 11.11.2021)



3.20. Didactic materials 17

Oxford-style debate – method description

The Oxford-style debate is a type of discussion with a carefully planned course in which the thesis is discussed. The Oxford-style debate makes it possible to present the analysed problem from various perspectives. A specific formula obliges the participants to prepare elaborate statements and arguments (see Gadamska 2018).

Rules of the debate:

- two teams of five take part in the discussion: thesis supporters (affirmative team) and thesis opponents (negative team). Each team selects a leader (the first speaker) and sets the order for other speakers;
- the audience that is present at the debate shall decide which side wins the debate;
- the chair runs the debate; he/she does not participate in the discussion; he/she designates speakers and disciplines them if they exceed the time for their speech; he/she also takes care of the proper and civilised conduct of the debate;
- the chair is supported by the timer who informs the speakers about the time for their speeches;
- the speaker comes to the lectern on the appropriate side. The length of the first speakers' speeches is 1.5 minutes, and the next one is 1 minute. The representatives of the parties to the dispute give speeches alternately;
- after all the speakers have spoken, the chair orders a debate from the audience in which everyone has the right to speak, both the audience and the main speakers. The speakers alternately represent the affirmative and negative sides (standing on the appropriate side of the lectern);
- the audience's debate continues until there are no more comments from the audience. However, the chair may limit the number of comments, ending the discussion. During this part of the debate, the speakers have no more than 1 minute to speak;
- the chair orders the vote;
- everyone in the audience takes part in the vote. Each person votes for the affirmative or negative side. They also vote for the best speaker;
- the chair counts the votes and announced the winner.



The audience (the jury)

- The audience should listen to all for and against speeches. They try to objectively assess which side presents the more accurate arguments. The choice of a better team is made by analysing and comparing the arguments presented in the debate, as well as assessing the fulfilment of the role of individual speakers in the debate, as well as the content and form of speech. Attention is also paid to whether the teams have responded to the arguments of the opposing party.

Criteria of the assessment of speakers:

- the leader of the affirmative team – defining the thesis and line of argument, assigning tasks for other members of the team, and presenting his/her own arguments;
- the leader of the negative team – redefining the thesis and line of argument, commenting on the arguments of the leader of the affirmative team, and presenting his/her own arguments;
- 2nd, 3rd, and 4th speaker of the affirmative team – counterarguments, their own arguments supporting the line of argument of their team;
- 2nd, 3rd, and 4th speaker of the negative team – counterarguments, their own arguments supporting the line of argument of their team;
- 5th speaker of the affirmative team – summing up the line of argument of his/her team, the juxtaposition of the line of argument of his/her team with the one presented by the opponents, disproving the last arguments of the opponents, concluding the debate;
- 5th speaker of the negative team – summing up the line of argument of his/her team, the juxtaposition of the line of argument of his/her team with the one presented by the opponents, disproving the last arguments of the opponents, concluding the debate (source: Centralny Bank Pomysłów ZHP).

The Oxford-style debate can be easily applied in virtual space. The lecturer (acting as the chair and secretary) gives the topic of the debate and divides the group into 3 teams: supporters and opponents of the thesis, and the audience. After splitting, the teams (affirmative and negative) go to a 10-minute meeting in virtual rooms. Then, the debate is conducted according to the rules. The chair gives the floor to the speakers. Voting on the result of the debate can be done using the “Polls” option on the Moodle Platform.



References:

- Gadamska, M. (2018). *Wykorzystanie metod aktywizujących w pracy z grupą*, „Kwartalnik Edukacyjny”, nr 3, 24-33.
- <https://cbp.zhp.pl/wp-content/uploads/2014/01/Za%C5%82.3.-Zasady-i-przebieg-debaty.pdf> (accessed: 12.11.2021).



3.21. Didactic materials 18

The topic for the Oxford-style debate and exemplary issues to be discussed

Topic: Popular culture is needed in the teaching practice.

Exemplary issues to be discussed:

- Ignoring popular culture is synonymous with ignoring the youth. That leads to the fact that young people ignore education. Nevertheless, popular culture (together with mass media) could be an important element of educational efforts (Melosik 2012: 18).
- popular culture is a universal component of teenagers' cultural capital all around the world;
- the pop culture reality is the first and most important world for young people;
- thanks to the popular culture there is built understanding between generations that are distant from each other – teachers and students;
- with the help of texts of popular culture, it is possible to shape a reflective attitude towards the media and the ability to look at media messages critically;
- popular art can be valuable aesthetically and artistically;
- popular culture is the source of knowledge and the mirror of society;
- pop culture allows people to free themselves from the one-sided way of perceiving and interpreting the world imposed in the process of socialisation, and, above all, in institutional education;
- pop culture allows you to learn about distant cultures and open to different systems of meanings;
- popular culture is the natural environment of the “Digital natives”;
- by combining pop culture texts with traditional elements of the curricula, teachers provide students with a valuable, diverse picture of the world that is much closer to the reality in which they live daily;
- pupils and students are positive about the teaching content that is related to their personal experiences and interests (Wierzba 2015).



References:

- Melosik, Z. (2012). *Mass media, tożsamość i rekonstrukcje kultury współczesnej*, [w:] Skrzydlewski W., Dylak S. (red.) *Media – Edukacja – Kultura*, Wyd. WUR: Poznań-Rzeszów.
- Wierzba, P. (2015). *Edukacja w czasach popkultury. Pedagogika kultury popularnej we współczesnej praktyce edukacyjnej*, „Teraźniejszość – Człowiek – Edukacja”, nr 2, 23-36.



3.22. Didactic materials 19

Open-ended sentences

Finish the sentences:

- Today I've learned that...
- For me, the most difficult thing was...
- I liked the most...
- I didn't like the most...
- I didn't expect that...

Source: <https://cdw.edu.pl/6-sposobow-jak-podsumowac-zajecia-grupowe-do-pobrania/>

(accessed: 12.11.2021).

Title page graphic: <https://pl.smiletemplates.com/word-templates/using-ipad/05073/>



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