



PEDAGOGICAL DIFFERENTIATION & COOPERATIVE LEARNING

*This project came from **Escola Profissional Bento de Jesus Caraça**, regarding good practices in order to avoid early school leaving.*

This school has 14 professional courses, with duration of 3 years. They provide equivalence to 12th grade level and thus allow admission to university.

On a national overview:

- More than 40% of secondary students attend vocational courses (professional);
- In Portugal, the early school leaving rate is double of the European one;
- Lack of success during school life;

Amongst the students who attend this school:

- 45% has severe economic problems;
- More than 70% have been retained once or twice;
- 90% of conclusion course rate;

School Leaving in EPBJC:

- 85% of all school leaving cases happen in the 1st year and 1st term of the course;
- 20% of school leaving cases have social causes;
- 50% of early school leaving is related to school (integration; school failure);

Good practices to fight School Leaving – EPBJC

- Commitment of teachers and other employees with the success of students;
- Cooperative work with the families;
- Projects of change;
- **MOTIVA** Project:
 1. This is a project that has in consideration an **individual interview** with the student to become aware of information such as his **socioeconomic situation**, their **psychomotor development history**, **academic background**, **interests/hobbies**, **concerns** and **expectations**.
 - 2.

3. In the scope of the classwork, it has activities in order to increase the students' confidence, self-esteem and communication skills.

Cooperative Learning

When comparing both methods, **Cooperative Work** proves to be more successful and profitable for the students, rather than **Group Work**:

- Positive interdependence;
- Face to face promotes interaction and communication;
- Equal participation;
- Individual accountability;

Team Work

- The groups should be heterogeneous and with 3/4 elements, who will be given a role (Leader, Materials manager, Timekeeper, Speaker);
- The tasks are clocked (a clock is visible in a screen), so that the students manage their time;
- Evaluation method:
 1. Green card – working team who respects the rules;
 2. Yellow card – team not well organized. Needs extra effort;
 3. Red card – Disorganized team, does not follow the established rules;
- **Rules:** Team Question – it can only be asked to the teacher if the students can't find the solution on their own. All team members must know the question. One student is chosen by the teacher to ask it.

Projects

- *“Learning Menus – Graffiti”*;
- *“From all to the class – from the class to all” (Time Capsule)*;

MATH Logbook

Tool to improve and ease communication between students and teachers, and it is under the individual supervision of each student.

The student has an active part in the teaching learning process, therefor has access to his evaluation, can correct his own behavior and receive positive reinforcement.



MATH Class Council

It makes students more responsible, improves their behavior and includes them in the teaching learning process.

Discusses with students ways to improve their work, according to their profile and finds solutions to overcome their problems.