



# National Virtual Colloquium

## Sharing good practices and lessons learned for resilient and sustainable professional development

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**Presenter:** Lorna Castro Aponte

**Title:** Preparing Students to lead a Sustainable World via Climate Education

**Course of reference:** Climate Change and Education Linguistics

**Training institution:** “Universidad de Ciencias Informáticas” (UCI) and the British Council

**Trainers:** Lorna Castro Aponte, Nathali Pérez Hernández

**Beneficiaries:** 26 professors benefited from the University of Artemisa

**Ways used for cascading:** Workshops

**Type of cascading activities:** Methodological workshops

**Mode of delivering:** F2F

# Main concepts or ideas treated in the workshops

- Focus strategies to support educators and schools in teaching climate change and preparing students to advance a more sustainable , resilient and equitable world
- Integrate environmental issues into language teaching, learning and assessment.



# The most debatable concepts or ideas

- The difference between weather and climate . How do they impact people and the planet?
- Things we do that can address climate change
- Climate action in language education

# The most highly accepted concepts or ideas

- Climate action in the English language classroom
- Environmental issues and the fight against the climate crisis in the classroom



# New ideas inspired by the study of the documents and group discussions

- Climate change work at schools and communities
- Resources to integrated environmental issues into language teaching, learning and assessment

## Changes perceived in teacher's thinking

- Teachers should be aware of incorporating into English lessons more climate topics

# Changes perceived in teacher's practice

- Climate change work at schools and communities
- Resources to integrate environmental issues into language teaching, learning and assessment

# Changes perceived in student's learning

- English language students were motivated about this thematic , so they put it into practice through their Term and Diploma Paper research
- Students prepared projects about climate change in English

# Some opinions from local participants (results from the PNI applied to the group of teachers benefited with workshops)

- **Positive:** This workshop gave teachers new tools and ideas, also students learn vocabulary and structures that allow them to communicate with people all around the world on current topics. So we know that many international and national tests include texts and topics related to environmental issues.
- **Negative:** Not all the teachers or students have the technology to work with it
- **Interesting:** Professors can receive updates on these topics

## What is coming next?



Increase teacher's participation in these online courses to be updated for better results in our teaching-learning process.

