# **Workshop „Life-Long Learning”**

**1. Organizational issue**

✓***Anticipated size and composition of the training group:*** *6 - 12 people*

✓***Training room - required equipment for the training room:*** *Chairs for participants, tables for group work, flipchart, markers, projector (optional).*

✓***Materials for participants:***

*" Lifelong learning - training materials"*

*"Test for preferred learning styles - Annex 1"*

✓***Form of classes:*** *4-hours workshop (4 x 45 min)*

# 2. General purpose of the training

* Building participants' awareness of "Lifelong learning" which is learning for entire life

# 3. Specific objectives

* Understanding the impact of learning styles on the assimilation of information
* Identification of individual learning styles
* Implementation of learnt techniques in life
* Identifying the role of watching others in the lifelong learning process

# **4. Training programme**

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| --- | --- | --- |
|  | **Description** | **Expected time** |
| **MODULE I** | The participants learn about the existence of different styles of learning and that they result from the preferences of the transmission channel (eyesight, hearing, movement) and the type of talent person has. Using the test, they determine the individual learning style and preferences resulting from it.  Main issues:• Learning styles• Preferred ways of acquiring knowledge and their application   | 1.5 hours |
| BREAK | 15 min |
| **MODULE II** | Imaging reflectivity and observation of others as important elements of lifelong learning. Group work and placing yourself on the background of the group will show our role in the process of using information derived from others. Main issues:• Observation of others in the learning process | 1.5 hours |

# **5. Training scenario**

| **No** | **GOAL** | **TRAINING COURSE** | **METHOD** | **LEARNING MATERIALS** | **TIME** |
| --- | --- | --- | --- | --- | --- |
|  | **Presentation of organizational issues** | * Presenting the subject of the training
* Introduction
* Note: Each module will last 1.5 hours, followed by a 15-minute break
 | --- | Flipchart | 5 min |
|  | **Gathering participants' expectations** | * Each of you came to the training with some expectations regarding the subject of the training and we would like to know them.
* We give you cards and ask to write your expectations on them
* Then please stick them on the flipchart.
* We read the cards and comment briefly.

The teacher summarizes the expectations in relation to the workshop's goals. | individual work | Colorful sticky notes, flipchart, pens | 5 min |
|  | **Signing contract** | * Joint settlement of rules, norms for the group, which will apply the "here and now". What we need to make us feel good in the group. What ideas do you have?
 | Brainstorming, discussion | Flipchat , markers | 10 min |
|  | **Getting to know the names of the participants** | * Everyone says 3 things that are characteristic for himself/herself. The less standard they are, the better. They have 5 minutes to prepare the presentation, which they will give in the forum in front of the group.
 | Activating method | --- | 15 min |
|  | **Understanding the impact of learning styles on the assimilation of information** **Identification of individual learning styles**  **Implementation of learnt techniques in life**  | * **Experience Phase:**

 The trainer chooses 3 volunteers and goes with them outside the training room . The task of each of these people will be to present a problem that they know well.  - Volunteer 1. - with the help of pictures (drawn together with the trainer)- Volunteer 2. - using only words (without gestures and movement or images)- Volunteer 3. - with a small number of words, but with the help of gestures of movement and showing  Each of them has 5 minutes to prepare for the presentation.The rest of the participants are spectatorss. Their task is to answer the question: what problem does person 1, 2 and 3 have? * **Reflection Phase:**

After the task, the group returns to their seats. Trainer ask questions :- What was the difficulty in acquiring information?- What made remembering easier?- What was missing and what made it easier to understand the message?- What distracts them and what allows them to focus ? The trainer's conclusion after reflection should lead to the division into visual , listener and kinesthetic .* **Theory Phase:**

**Test for preferred learning styles****Learning styles - developing description in materials*** **Visual learner** - a person who prefers to think with images rather than words, which is why he also prefers to learn visually.
* **Listener** - is a person who learns best when he hears information.
* **Kinesthetist** - is the person who most effectively learns by doing something.
* **Action planning phase:**

Participants defined their learning style. Their task is to choose a few issues that they have to convey to students in the near future. Then they have to plan forms through which they will present them so that the content will hit each of the 3 groups of students: visual learners, listeners and kinesthetics.  | Training gameDiscussionTestMini lectureIndividual work | Flipchart or cardsTraining materials page sTest for preferred learning styles - Annex 1Training materials p.3 - 5Worksheet - Training materials p. 6 | 20 min10 min10 min15 min10 min |
|  | **BREAK** | 15 min |
|  | **Identifying the role of watching others in the lifelong learning process** | * **Experience Phase:**

"TOWER"The leader divides the participants into 3 or 4 groups depending on the size (groups should be 3-4 people). The task is to build the towers made of sheets of paper . Groups do NOT start working simultaneously. Group 1 starts first (the rest of the groups are looking at their work). 2nd group starts work one minute after Group 1. (3rd group is watching). 3rd group starts work one minute after Group 2.The teacher measures the working time of all groups. Each of them has a maximum of 10 minutes to complete the task.**IMPORTANT**The tower has to be more than 1 meter high. **Reflection Phase:**- How was Group no 1, 2 and 3 working?- What has affected these differences?- To what extent has the observation of the work of earlier groups made the work easier?- What was the process of planning work in each group?* **Theory phase**

Gathering on a flipchart reflections of participants and discussing them.The trainer summarizes the conclusions and conducts the discussion by highlighting important elements in the area of: Learning through perception of other people's behavior . How can this be related to transferring knowledge to students?* **Action planning phase:**

Participants make pairs. Their task is to discuss what "patterns" of human behavior they most often encounter. How can they use them? | Training gameGroup discussionGroup discussion Group work | 3 reams of paperWorksheet - Training materials p. 7Flipchart / Training materials page 8Training materials page. 9 | 20 min10 min20 min10 min |
|  | **Work summary** | * **Ending**

Summary round- What do you take for yourself? | Individual statements | --- | 10 min |