Workshop

„**Learning how to solve problems**”

**1. Organizational issues**

✓***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:***

*„Learning how to solve problems*  *– training materials”*

*„Learning how to solve problems*  *– training materials – appendix 1”*

* ***Form of workshops:*** *4-hours workshop (4 x 45 min)*

# **2. Main aim of the training**

* Building participant’s awareness on: „Learning how to solve problems”

# **3. Specific objectives**

* Learning the method of solving problems
* Using method of solving problems in professional life
* Building awareness on the presence of emotions in learning processes
* Practical exercises of acquired skills with the use of learnt theory

# **4. Training programme**

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|  | **Description** | **Expected time** |
| **MODULE I** | The participants will learn how to analyse the problem and the result will be to create the most optimal solution.    Support teachers who put a lot of effort in the process of acquisition of knowledge and using it in practice by students. | 1,5 h |
| BREAK | | 15 min |
| **MODULE II** | To illustrate how strong the relationship between the process of acquiring knowledge and emotions is.  Discussing their impact on the learning process. | 1,5 h |

# **5. Workshop scenario**

| **No** | **GOAL** | **TRAINING COURSE** | **METHOD** | **DIDCACTICAL MATERIALS** | **TIME** |
| --- | --- | --- | --- | --- | --- |
|  | **Presentation of organizational issues** | * Providing 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 out cards and ask them to write their 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 | Colourful sticky notes, pencils, flipchart | 5 min |
|  | **Contract** | * Common determination of rules and 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? | Brainstorm, discussion | Flipchart, markers | 10 min |
|  | **Getting to know the names of the participants** | * Everyone says about themselves 3 things that are characteristic of him. The less standard 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 |

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|  | **Learning the method of solving problems.**  **The use of this method in professional life** | * **Experience phase:**   The group is divided into 2 subgroups. Their task is to find the problem they receive from the trainer.  Group 1) PROBLEM: Preparing the student for the last year of study , available only remotely for the final exam.  Group 2) PROBLEM: Explaining to a 5-year-old what fractions are and how whole is extracted from them.     * **Reflection phase:**   After the task, the group returns to their places. Trainer asks following questions :  - Which system for solving the problems they chose on the beginning ?  - How did they change it to work out a solution in the group ?  - What should the teacher pay attention to?  - What should a student do to better acquire knowledge ?   * **Theory phase:**   Theory – training materials p. 3,4  Basing on discussion, trainer writes on flipchart what is the ideal way of teaching?   * **Action planning phase:**   The use of „6 steps for solving problems” model in my work.  Presentation on forum. | Training game  Discussion  Mini-lecture  Own work | Training materials – p. 1  Training materials p.2  Training materials str.3-4  Training materials p.5 | 20 min  15 min  10 min  10 min |
|  | **BREAK** | | | | 15 min |
|  | **Building awareness of the importance of emotions in the process of acquiring knowledge**  **Practical practice of acquired skills using the learned theory.** | * **Theory phase:**   Trainer presents the theory  „*Emotions in learning process”.*   * **Action planning phase:**   The group is divided into teams of three. Their task is to find the application of theory to professional life . After 10 minutes of work, they present the results to the group.   * **Experience phase:**   The group is divided into 2 subgroups. Each of the sub- groups is divided into teachers and students.  Each group (students and teachers) receives a "Circle of emotions" - Annex 1.    A group of teachers and students in their teams have to describe the events that STUDENT experiences throughout the entire teaching process.  - Teachers from the teacher's perspective - what emotions does he think he evokes in the student and what actions.  - Students - what feelings does it cause in situations related to the entire learning process.    After finishing the task, the groups exchange results. Their task is to compare whether emotions, which the teachers expected to feel, really appeared in the group of students.   * **Reflection phase:**   - How did the task go?  - What was the most difficult?  - What did you manage to work out ?  - What anticipation of emotions in both groups overlapped?  - What are the differences? | Mini-lecture  Group work  Group work  Group discussion | Training materials p. 6  Training materials p.7  Training materials p. 7-8  + appendix 1  Trainig materials p. 9 | 15 min  20 min  20 min  10 min |
|  | **Summary** | * **End**   Summary round - what do you take for yourself? | Individual statements | --- | 10 min |