„**EDUCATIONAL PROJECT AS A TEACHING METHOD**” – training materials

**Exercise 1)**

- What characteristics another group should have, to make participant wanted to be a part of that group?

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**Factors that determine the willingness to belong to a group**:

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- What factors may encourage students to participate in my classes?

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- What factors could encourage students to participate in my classes?

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- So what is missing in my class?

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…………………………………………………………………………………………………………**PROJECT PLAN version I**

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- How did you start planning tasks?

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- What would you do differently now?

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- What turned out to be a good lead in designing the Reunion?

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**MAIN POINTS OF EACH PROJECT**

**1. Title and description of the task / project**

(consistent with the objectives of the project ( *Regulations)*; evaluation criteria must be taken into account - they must be included in the description)

**2. Justification of the implementation**

Analysis of the problems / needs to which the project responds; statistical data, data from local strategies, data from own research (own experience), description of the target group and its problems / needs

**3. Activities in the task**

Possible implementation in a given project ( *Regulations*), related to the project, it is necessary to indicate and describe: place of task implementation, target group, method of solving its problems / satisfying needs,

**4.** **Plan and schedule of activities**

(all planned activities in the project should be listed and described in logical order and their participants and the place of implementation should be specified)

*Source: Wróblewska, A.*

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**PROJECT MATRIX –** *Source: Wróblewska, A.***Project method:**

**PROBLEM**

**CAUSES**

**EFFECTS**

**Main aim**

**Specific aims/**

**tasks**

**Specific aims/**

**tasks**

**minimize**

**prevent**

**What will change?**

**Performance Indicators**

**Performance Indicators**

**Performance measurement**

**Performance measurement**

This method enables learners to build decision-making abilities in the phases from the beginning of planning, discernment in the context of support to finalization and opinion about completion. **The abilities that can be acquired using this method are:**

1. Effective team performance,
2. Constructing a description of the problem
3. Constructing a plan,
4. Prioritizing tasks
5. Searching for new forms of information
6. Prioritization of information in the context of the plan
7. Unifying knowledge from different sources
8. Thorough evaluation of information
9. Formation of collected information and presentation of it
10. Forming and presenting your opinion
11. Analysis of other people's opinions
12. Establishing joint arrangements with the group
13. Settlement of disputes
14. Self-evaluation

**What can increase the activity of people in the project group?**

* Being familiar with the purpose of the task by all members
* Type of learning techniques used in the project, which must be properly adjusted to the perceptual preferences of the students. Depending on whether the group includes visual and auditory learners, etc. The work of the group should be adapted to the different ways of perceiving preferences.
* Dividing students into small groups, which strengthens the activity of people who have problems with activation, reacting in group situations
* Efficient introduction of activators at the beginning and an appropriate response to current situations in the group
* Problems undertaken as an opportunity to learn from mistakes, correct assumptions,
* A positive relationship between the teacher and people in the group that supports productivity

**What can reduce the activity of people in the project group?**

* Convincing participants that the learning process is very demanding, looking for mistakes and gaps in students' skills (inquisitor's strategy) to judge negatively and reduce the student's self-esteem
* Contributing to the reduction of creativity and creative problem solving by forcing a linear approach to the problem
* Ignoring contradictions and students' skills acquired outside school knowledge
* Indifference to the feelings and contribution of individual students during the lesson
* Negative approach to doubts, questions from students
* Requirement of a definitional approach to problems, recitation
* Inconsistency in conducting lessons, numerous departures from topics and inadequate expressions (incomprehensible)
* Incorrect form of expression, wrong task formulation
* Too simple or overly complicated questions (e.g. why?)
* Disapproval of initiatives that prevent discussion and satisfy students' curiosity and thirst for knowledge
* Not accepting the personal opinion of the participants
* Skipping the stage of compiling the achievements, knowledge and skills learned from the lesson
* Not recognizing the different forms of perception between the teacher and the students
* Reducing the value of students' individualism by not adjusting or not taking into account many possibilities and styles of work / learning (emphasizing well-established patterns)

**The stages of the Project Method:**

1. Initiation and goal definition
2. Dividing the participants into teams
3. Developing a list of possible work threads
4. Joint contract development
5. Work on the topic in groups with the support of a teacher and summary at the end of the work
6. Presentation of results and evaluation according to established rules
7. Discussion, statement of achievements, reflection on the result

**PROJECT PLAN version II**

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