Workshop

„ **The role of a teacher in education that uses project method**”

**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).*

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

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

* Building awareness on importance of the role of a teacher in education that uses project method

# **3. Specific objectives**

* Building awareness on how important teaching through experiments is
* Familiarising with Kolb cycle
* The role of a teacher in running group according to Kolb cycle
* The impact of learning styles on group teaching
* Tailoring the work of the teacher to leading individualists in group

# **4. Training programme**

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| --- | --- | --- |
|  | **Description** | **Expected time** |
| **MODULE I** | Participants learn what is learning/teaching through experience  Main topics:  • The role of a teachers in teaching through experience | 1,5 h |
| BREAK | | 15 min |
| **MODULE II** | Participants learn whether learning styles influence group teaching  Main topics:   * + Learning styles and their application in group work | 1,5 h |

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# **5. Training 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** | * Participants make pairs. In pairs, they have 5 minutes for collecting information about partner. Then, each present his/her partner to the group. | Activating method | --- | 15 min |
|  | **Building awareness on how important teaching through experiments is**  **Familiarising with Kolb cycle**  **The role of a teacher in running group according to Kolb cycle** | * **Experience phase:**   The trainer divides people into 3-person teams. They play roles: teacher, student and an observer.  The task for a teacher is to teach the student how to ride a bicycle (who cannot do this). Teacher can use only theory. Observer do not engage in the conversation, just observes   * **Reflection phase:**   - How did the task go?  - What was difficult?  - Which option was missing?  - Why missing options are necessary in teaching process?   * **Theory phase:** * **Action planning phase:**   - Do I also act only theoretically?  - How do I help student to learn through experience?  - Does this teaching method apply to profile of my classes?  - If yes, how I can tailor this classes to „learning through experience”?  - What is the role of a teachers in running group according to learning by experience philosophy?  Participants share opinions on the last question on forum. | Training game  Discussion  Mini lecture  Individual work | Training materials p.1  Training materials p.2  Training materials p.2-3  Training materials p.3 | 30 min  10 min  10 min  10 min |
|  | **BREAK** | | | | 15 min |
|  | **The impact of learning styles on group teaching**  **Tailoring the work of the teacher to leading individualists in group** | * **Experience phase:**   Trainer divides participants into 2 groups. Participants prepare for a debate, topic: „Does individual learning styles matters in group work?”   * Half of the group – YES * Half of the group – NO   Participants prepare arguments and after 15 minutes the debate starts (it should last 10 minutes)   * **Reflection phase:**   - Which arguments were more convincing?  - What is your opinion in this subject?  - When you should take into consideration individual predispositions of students?  - When it is not necessary?   * **Theory phase:**   Learning styles and their application in project work   * **Action planning phase:**   Participants make pairs and discuss on the following topic:  - How they can use learning styles in their work? | Group work  Group discussion  Mini lecture  Group work | Training materials p. -4-5  Training materials p. 6  Training materials p. 6-8  Training materials p. 8 | 20 min  10 min  10 min  15 min |
|  | **Summary** | * **End**   Summary round - what do you take for yourself? | Individual statements | --- | 10 min |