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

**Exercise 1)**

Teacher - notes

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Student – notes

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Observer – notes

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- How did the task go?

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- What was difficult?

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- Which option was missing?

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- Why missing options are necessary in teaching process?

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*Source: Łaguna, M.*

* ***Concrete experience.****The learning process begins with a specific experience taking place here and now. This experience agrees with or contradicts existing views of the learner.*
* ***Reflective observation.****Now this experience is being analysed. Followed by data collection, observation and reflection - experienced that is recognized from various perspectives.*
* ***Abstract conceptualization.****At the next stage learner continues analysing data and begins to learn from experience and which he participated in. He creates generalizations and some of his own theories that integrate his observations into a logical whole. The process of internalizing what he has learned from concrete experience begins.*
* ***Active experimentation.****The final stage begins with the learner changing their behaviour. This is the stage of experimenting and testing new knowledge to see how the newly developed theories work in practice, in new situations, in problem solving and in decision making.*

*(Łaguna, 2008, p. 39)*

- Do I also act only theoretically?

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- How do I help student to learn through experience?

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- Does this teaching method apply to profile of my classes?

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- If yes, how I can tailor this classes to „learning through experience”?

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- What is the role of a teachers in running group according to learning by experience philosophy?

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**DEBATE:**

**„Does individual learning styles matters in group work?”**

**Group-> YES**

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**Group-> NO**

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- Which arguments were more convincing?

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- What is your opinion in this subject?

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- When you should take into consideration individual predispositions of students?

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- When it is not necessary?

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* **Activists (empiric)** - prefer learning through new experiences, solving problems which have to be solved. New jobs are challenge for them, therefore, they benefit from active forms of learning , e.g. exercises, games,, simulations etc. They freely present their ideas, but traditional forms of teaching, such as: lectures and their theoretical character are a problematic for them. Interpreting many chaotic information may be problematic for them, as well as working in accordance with strict instructions. The necessity of repeating the same activities, requiring precision may be boring for them, they find joy and happiness in cooperation with others.

The teacher in the project can assign them : tasks that require presentation of results in the forum, group cooperation, activating and motivating the group, allow them to propose their own forms of performance and are not put in a rigid theoretical framework.

* **Analysts ( reflective )**prefer tasks in which they have time to reflect on action, analyze what happened, and observe the situation from the side . They like to have time for consider the problem, to prepare for the performance or on gathering  information  necessary to complete the task and carefully doing their job. They make the best decisions without time pressure and are happy to use group support. They have difficulties with tasks that require quick execution, improvisation and action without prior planning, they do not find themselves in the centre of attention, being a group leader or in the process of making decisions based on limited information.

The teacher in the project can assign them: tasks that are not under time pressure, that require precision, accuracy, focus on details and group collaboration.

* **Theoretician -** find themselves best in jobs that cognizable content are part of a larger theoretical model. They prefer jobs in which they have appropriately high desired of time to get to know relationships and dependence desired receivables between ideas and ideas. They learn most easily when they receive information in advance about the goals and tasks and when the situation is structured. They like to ask questions, analyse the causes of successes and failures. They are convinced by issues that emphasize rationality and logic. Situations involving emotions can be a difficulty in the learning process. Uncertainty and unclear rules of conduct in a task, or situations in which there are many different possibilities of action or which cannot be fully explained, constitute an obstacle to their operation. They don't take on tasks that don't have a clear goal. Being in a group does not favour their sense of comfort in the learning process.

The teacher may assign to them  in the project: tasks which have clear objectives, require familiarization with extensive theoretical material, ordering the whole operation syststem and error analysis for already proposed solutions.

* **Pragmatists**– learn best when they see the benefits of the solution of the problem. They draw attention to the practical features of  issues, to the possibility of trying out new techniques and obtain feedback from experts. They focus solely on practical problems. The presence of a group motivates them to work because they like to compete and compare their results with other team members. To do a task properly, they need practical and clear directions on how to get the task done . Their motivation for the job is low at the moment in which there are no specific practical applications and when presented content are far from reality.

The teacher in the project can assign to them: tasks that bring quick and tangible benefits, require improvisation and quick decision-making and finding the application of the theory in practice.

* **Work in pairs:**

**-** How they can use learning styles in their work?

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**THE ROLE OF A TEACHER IN EDUCATION THAT USES PROJECT METHOD**

The use of project in everyday life of students and teachers becomes bigger and bigger, because of growing importance of projects for the functioning of schools and universities. This led to vast development of the field of education which is called project management. Project management methodologies are generally guides for teachers and what they would like to convey to students.

The most important tasks of the teacher, who leads the group, include:

* selection of appropriate methods,
* passing to group substantive material,
* improving students' competences.

In recent years, changes in the choice of teaching methods by teachers can be observed. The project teaching method is becoming more and more popular. An important element in leading the group through the project, is the approach to the team and the organization of its work taking into account individual potential of each of its members. The implementation of the principle of constant cooperation of all students and the increase in the level of trust and freedom of work obviously affects the structure of the work, and also the key aspects of the success of the educational project . Managing the group and learning through the project 's is a challenge for the teacher, whose role is to enable and help the group in implementation of the project. In this method of teaching, the teacher should be focused on delivering results, so the task is to create a team capable of flexible reorganizing and changing their roles in group. The teacher's task is also to create a team spirit of cooperation so that team members are characterized by a special level of commitment and are ready to make a special effort. This is the most important element of project learning, as the project team is the most important factor in the success of a project. Equally important as the involvement of team members is the effectiveness of the teacher's work. It depends on the allocation of work for students, their level of motivation, preparation for work and assessment of performed tasks.

The first basic thing that working with the educational project method teaches is flexibility. Project work forces the continuous updating of knowledge, raising the level of competences and social skills of students. The method of teaching through an educational project may become a permanent element of running groups of students, but it requires the acquisition of new competences and continuous education of teachers and lecturers. When working on a project, it is very important to be able to select the appropriate units for the team, so that each of them has a chance to develop their competences, while taking an active part in creating the final design work, using already available resources.

**The role of the teacher:**

1. Support in narrowing down the search for the project topic
2. Creation of a contract containing the rules agreed in the group
3. Is a mentor who advises groups when looking for information or carrying out tasks, he does not take the initiative himself. The form and time of support are specified in the contract
4. Indicates the form of presenting the results and ensures the appropriate atmosphere / conditions
5. The evaluation of the implementation is carried out by himself, taking into account predefined rules or appointed by a team from other groups.

**CONCLUSIONS**:

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