TRAINING PROGRAM

Gefördert durch

Erasmus+
Schulbildung

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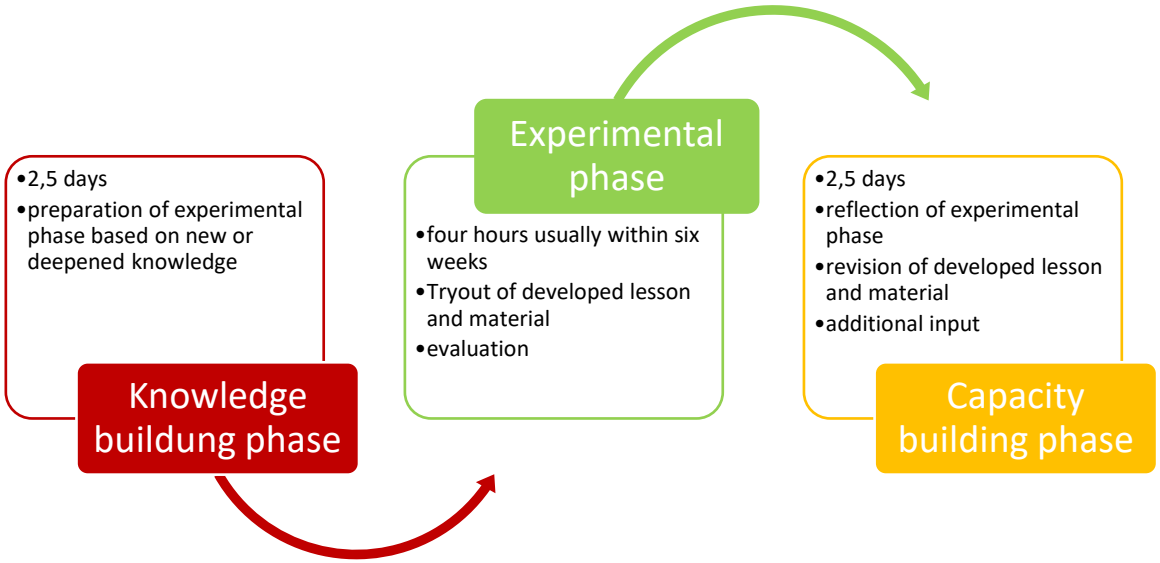
Objective

The Training Programme aims at offering a practice oriented Training for in service teachers. It addresses teacher trainers in order to give them support for developing teacher trainings that take into account national and local contexts as well as the teachers' needs. So flexibility and additivity to various contexts of doing school is one of its main advantages. The overall goal is to change school practice in order to foster students learning and life chances, no matter what starting conditions they come along with. By this, it is a project focusing on inclusion in a wide sense.

Structure

The training program is designed for an up to 40-hour in-service teacher training. There could be sessions that take one entire day or sessions that only take a few hours and may be held after school. They could take place outside the school or, ideally, inside it as part of the internal training scheme of a particular school. It basically depends on the specific background, needs and circumstances in each country that makes use of the training program. Due to findings in modern didactical research it seems to be the better option to offer schools individual trainings. They can directly be applied to the didactical setting in the respective lessons and thus respond to the most urgent needs of teachers and students as well as all others involved in school life.

Regardless of where it takes place and how it is individually designed due to schools' needs, the training is divided into three phases: a knowledge building, an experimental and a capacity building phase (see figure below).



For the experimental phase the participants are expected to spend four hours on reflecting their practice and on preparing the second workshop. The knowledge building and the capacity building phase are designed as workshops. Each of these two workshop phases consists of up to 20 hours of training time carried out/conducted in class and online. One hour is defined as a 45-minute lecture (in the following called session) and 15 minutes break. So the whole training consists of 40 sessions of 45 minutes each. When designing the training program the idea of modularization was crucial. Taking in account this paradigm the training program is structured in four modules (which will be explained later on). One module consists of a variable number of topics (in the following called bricks) and these bricks consist at least one session but mostly of more than one session. This detailed structure has been chosen in order to give teacher trainers the possibility to either use the whole training program or adapt those parts needed for their specific target group. Although also single sessions can be chosen by the trainers, there is a recommendation to stick to the bricks, because they are planned and designed as coherent parts. Further discussions about possibilities how to adapt the training program will be offered in the Training Manual (IO7). The module can contain present as well as blended learning settings. It also includes the possibility of self-organized learning. Sessions brought out in the latter way are nevertheless part of the calculation of overall sessions. That means, self-organized learning parts are not designed for outsourcing work load. The maximal workload of the whole in-service teacher training has – as mentioned above – an amount of 40 sessions of 45 min. plus four hours for reflection during the experimental phase.

The Training Programme contains a number of modules, always focusing on both, Language Acquisition and Democratic Citizenship Education. Of course, some modules are more focusing on the first, others on the latter. But the connection of both dimensions, which can be seen as the core of the whole LADECI idea, is at the centre of all modules. The modules are not limited to the first workshop (knowledge building) but stretched over the whole time of the in-service teacher training, which means they are bridging the experimental phase.

The Training Programme is linked to *classroom material*, that can be given to and used by teachers, a *teaching guideline* offering advice on how to plan and conduct and a *trainers' manual*. The latter is designed as additional resource for teacher trainers, supporting them when planning a concrete teacher training.

MODULE 4: Collaborative, Problem-based Learning

Core	**The flow chart presented here is meant as an example. It should be adapted in accordance with the general framework of each school or class or training. The core methodology of a problem-based learning nvironment is derived from constructivist teaching- and learning concepts and requires the learners' situated and autonomous work.**			
T1 **Input**	**Main Competency**	**Materials**	**Guidelines**	**Tips**
	• Didactic construction of a problem-based learning environment • Basic principles of group-based learning • Interdisciplinary work	PPT Problem-based Collaborative Learning Problem-Based-Learning (PBL) https://www.youtube.com/watch?v=cMtLXXf9Sko Barrows, Howard S. & Wee, Lynda (2010): Principles and Practice of aPBL (Authentic Problem Based Learning). Southern Illinois University, School of Medicine. Weber, Agnes (2007): Problem-Based Learning. Ein Handbuch für die Ausbildung auf der Sekundarstufe II und der Tertiärstufe. Bern: h.e.p.-Verlag. Brassler, Mirjam; Dettmers, Jan (2016): Interdisziplinäres Problembasiertes Lernen – Kompetenzen fördern, Zukunft gestalten. In: Müller, Claude; Schäfer, Monika; Thomann, Geri (Hrsg.): Zeitschrift für Hochschulentwicklung, JG.11, Nr.3 Berger, Marcus & Müller-Naendrup, Barbara (2019): Kollaboratives Problem-Based Learning – Ein Kooperationsmodell der Hochschullernwerkstatt Erfurt und der OASE Lernwerkstatt Siegen. In: Tänzer, Sandra /Mannhaupt,Gerd/Berger, Marcus & Godau, Marc (Hrsg.): Lernwerkstätten im Spannungsverhältnis zwischen Individuum, Gemeinschaft, Ding und Raum. Bad Heilbrunn: Klinkhardt, 122-134.	The aim is to teach or communicate the didactic principle of problem-based learning (7-Step-method) and to refer to aspects of team-based and interdisciplinary work in particular.	Make use of the added PPT! The primary focus is not on problem solving. The aim is to acquire knowledge and skills and develop competences during the solution process (cf. Weber 2007).

T2 **Workshop**	**Main Competency**	**Materials**	**Guidelines**	**Tips**
	prototypical exemplary implementation of the theoretical principles	Exemple problem task: The ballad "Gorm Grymme" (1872) by the German poet Theodor Fontane interrelates two different content spheres and is full of relevant references to our modern present. It has not been possible to detect precise relations to/between the fields of language promotion and democratic citizenship.	*The theoretical principles will have to implemented by working with a prototypical example.* culture of communication and principle values have to be clarified (language, respect, have others speak out and finish their speech etc.) consequences if the rules are not followed to be discussed with the group (democratic principle) forming of interdisciplinary teams (if possible) drafting and later (partial) development of a problem-task in the style and structure of Problem-Based-Learning (topic/s should be relevant for lessons)	classical problem- task (see: Weber 2007) am best and most suitable for the construction of declarative and procedural knowledge
T3 **Reflection**	**Main Competency**	**Materials**	**Guidelines**	**Tips**
	reflexion of the own individual working process and of the growth in learning constructive criticism	workshop material Kolb, D. (1984): Organizational psychology. Readings on human behavior in organizations. New Jersey: Prentice Hall. Korthagen, F.; Meyer, W. (2002): Schulentwicklung und Lehrerbildung: Reflexion der Lehrtätigkeit. Hamburg: EB Verlag	presentation and discussion of results	cycle of reflexion due to Kolb oder Korthagen

T4 Imple-mentation	Main Competency	Materials	Guidelines	Tips
	anticipation and implementation	workshop material	discussion of chances and possible drawbacks during implementation *agreement on first steps for implementation*	form mastermind groups if applicable

Guidelines

	Competencies	Guideline of the Session	Material	Additional Readings
Session 1	*teachers get introduced to the basic principles of problem-based collaborative learning environments* ***duration 60´***	*teachers follow the presentation and may ask questions* ***Min. 1 - 10*** *welcome, introducing one another, creating expectation* ***Min. 10- 30*** *basic principles of PBL (constructivism, aims, structure/process - / seven-steps illustrated in example)* ***Min 30-50*** *team-based learning processes: cooperation, collaboration, interdisciplinary approach* ***Min 50 -60*** *questions, chances and risks of the concept*	attached PPT Video: https://www.youtube.com/watch?v=cMtLXXf9Sko	

Session 2	*teachers make practical use of the newly acquired knowledge* ***Duration 210 Min.***	*teachers work with a construed problem task according to the seven-steps-scheme of PBL in heterogenous groups due to the principle of collaboration* ***Min. 1-10*** *forming of heterogenous groups* ***Min. 10-30*** *introduction of the ballade und problem task* ***Min. 30 - 50*** *step 1: clarify terms. All terms in the problem task that are not clear have to be analysed and discussed in small groups (e.g. ballade, content sphere, relevant references to modern present, language promotion, democratic citizenship etc.)* ***Min. 50 - 70*** *step 2: identify problem. Comprehensive abstraction of subproblems or topic fields (e.g. How can content spheres be interrelated? What are references to modern present? What makes them relevant? etc.)* ***Min. 70 - 90*** *step 3: analyze problem. Approaches of explanation for subproblems or topic fields to be collected in groups. Activation of previous knowledge, experiences etc. (e.g. "At the moment I consider the following topics/points in the ballade relevant for me…", "In this context, relevance could mean…")* ***Min. 90 -110*** *step 4: put in order and structure explanations. Development of scheme or MindMap. Make structure visible.* ***Min. 110 -125*** *step 5: formulation of learning questions. Central learning questions are abstracted from the scenario and formulated in a way that they can be further dealt with.* ***Min. 125 - 195*** *step 6: identify possible solutions, discuss and co-construct. Exemplary research about the contents and newly acquired knowledge related to the context of own individual experiences (step 3). Discussion of newly acquired knowledge in group and co-contruction.* ***Min. 195 -210*** *step 7: exchange of information and comparison. Comparison of central results with other groups in a plenary session.*	*e.g. Problem task:* The ballad "Gorm Grymme" (1872) by the German poet Theodor Fontane interrelates two different content spheres and is full of relevant references to our modern present. It has not been possible to detect precise relations to/between the fields of language promotion and democratic citizenship.	

Session 3	*teachers reflect upon their own working process and give constructive feedback to their colleagues* ***Duration 60´***	*teachers reflect upon their own working process and growth of knowledge in small groups and share the results in a plenary session. They give constructive feedback to their colleagues.* ***Min. 1 - 15*** *introduction of the reflexion model (Korthagen bzw. Kolb)* ***Min. 15 - 45*** *reflexion due to scheme of model in small groups; participants take notes* ***Min. 45 - 60*** *presentation of the results of the reflexion in plenary session, feedback*		
Session 4	*teachers anticipate and plan the transfer in their role as multipliers* ***Duration 30´***	*Teachers discuss different approaches for implementation/transfer in their small groups* ***Min. 1- 20*** *new forming of groups. Discussion in groups about possible drawbacks and other possible ways of solving the problem.* ***Min. 20 - 30*** *final feedback, closure of meeting*		

Materials: Collaborative, Problem-based Learning

Input

associated PPT, workshop material, projector

Literature for preparation:

- Barrows, Howard S. & Wee, Lynda (2010): Principles and Practice of aPBL (Authentic Problem Based Learning). Southern Illiniois University, School of Medicine.
- Weber, Agnes (2007): Problem-Based Learning. Ein Handbuch für die Ausbildung auf der Sekundarstufe II und der Tertiärstufe. Bern: h.e.p.-Verlag.
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Video:
https://www.youtube.com/watch?v=cMtLXXf9Sko

Workshop

workshop material, ballade Gorm Grymme, problem task, lots for group forming, picture PBL seven-step-method

Reflection

workshop material, reflexion cycle according to Korthagen or Kolb

Implementation

workshop material

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