

## Europejska Antena Szkoleniowa - (EAS) Nauka uczenia się

Jednostka Szkoleniowa

# Techniki uczenia się

wersja 1.0

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## Nazwa jednostki

### Techniki uczenia się

#### Opis

Celem tej jednostki jest umożliwienie uczącym się swobodnego rozwoju i ciągłego poszukiwania wiedzy w ramach zasady uczenia się przez całe życie i przy użyciu różnych metod nauczania/uczenia się. Moduł ten zawiera wiadomości ogólne o umiejętnościach uczenia się i o specyficznych praktycznych technikach a jego celem jest rozwój kompetencji potrzebnych do poszukiwania informacji, analizy tekstu oraz pracy indywidualnej/grupowej w różnych środowiskach uczenia się (formalne, nieformalne).

#### Poziom jednostki

Poziom 1 (objaśnienie znajduje się w charakterystyce pracy EAS).

#### Poziom EQF

EQF 5.

#### Wartość kredytowa

5 punktów kredytowych ECVET.

Wartość kredytowa jest ustalana zgodnie z konwencją, że efektem nauczania, które powinny zostać osiągnięte przez rok formalnego KSZ w pełnym wymiarze godzin przypisane jest 60 punktów.

#### Efekty Nauczania

Na koniec tej jednostki uczący się będzie potrafił:

1. zdefiniować swój styl uczenia się w danej sytuacji, wybrać najlepsze strategie i techniki uczenia się i doskonalić swoje umiejętności pracy w różnych środowiskach uczenia się.
2. poprawnie i skutecznie zastosować i analizować treść i/lub informację używając różnych strategii uczenia się.

#### Wymagana wiedza/doświadczenie

Jednostka ta nie wymaga wcześniejszego przygotowania.

#### Powiązania z innymi jednostkami/elementami

Jednostka ta jest powiązana z tematem Przedsiębiorczość.

#### Kompetencje

1. **Przygotowanie do procesu uczenia się:**
  - Zdefiniowanie i ocena własnego stylu uczenia się, mocne i słabe strony.
  - Ocena własnej motywacji do uczenia się.
  - Wybór strategii uczenia się współgrającej ze sposobem myślenia.

- Wybór odpowiedniego miejsca i czasu do nauki, koordynacja planu dnia.
- Skupianie uwagi i rozwój umiejętności zapamiętywania.
- Radzenie sobie ze stresującymi sytuacjami związanymi z nauką.
- Umiejętność krytycznej oceny celów ucznia się.
- Skuteczne poszukiwanie informacji w różnych środowiskach nauki (np. biblioteki, Internet, itp.) poprzez wybór najodpowiedniejszego środowiska dla danego problem.

## 2. Analiza treści i/lub informacji:

- Poznanie indywidualnych i grupowych metod uczenia się.
- Zastosowanie w praktyce i łączenie metod.
- Praca w grupie, skuteczna komunikacja i współpraca, umiejętność wdrażania indywidualnych i grupowych celów nauki.
- Umiejętność słuchania innych i skutecznego przedstawiania swojego punktu widzenia.
- Prezentowanie materiału w klasie z wykorzystaniem różnorodnych technologii (multimedia, rzutnik pisma, itp.)
- Aktywne czytanie i myślenie.
- Krytyczne analizowanie, porządkowanie i systematyzowanie treści materiału nauczanego i/lub informacji.
- Ustalanie znaczących powiązań pomiędzy różnymi elementami treści (tekst, program rozwoju, itp.)
- Ustalanie priorytetów treści tekstu/nauczania i/lub informacji na podstawie piramidy faktów.
- Formułowanie logicznych zagadnień i problemów przy poszukiwaniu informacji, mówieni i pisaniu.
- Rozumienie znaczenia i wagi analizowanego pojęcia.
- Analizowanie zjawisk poprzez wymienianie ich podstawowych cech i porównywanie ze zjawiskami już znanymi.
- Prawidłowe formułowanie spójnego tekstu naukowego.
- Graficzna prezentacja usystematyzowanego materiału
- Organizowanie materiału dla podniesienia efektywności uczenia się.

## 3. Konsolidacja uczenia się:

- Dopasowywanie i zastosowanie różnych strategii i technik uczenia się dostosowanych do danej sytuacji.
- Krytyczna analiza i refleksja nad własnymi doświadczeniami.
- Pisanie dziennika i zapisywanie przemyśleń.
- Planowanie zmian w procesie nauki.

## Treść

### 1. Przygotowanie do uczenia się:

- Pojęcie uczenia się.
- Style uczenia się.
- Strategie uczenia się (myślenie a uczenie się), rodzaje inteligencji.
- Motywacja do uczenia się.
- Zdefiniowanie celów i planów.
- Zewnętrzne warunki skutecznego uczenia się (środowisko, miejsce, czas, zajęcia, odżywianie)
- Pamięć i jej rozwijanie - sposoby zapamiętywania
- Radzenie sobie ze stresem, przygotowanie do bycia ocenianym
- Poszukiwanie informacji

## 2. Analiza curriculum i/lub informacji:

- Praca w grupach:
  - Grupy dyskusyjne i grupy projektowe (*dyskusje, metoda układanki, badania w grupach, wspólny obraz, debaty, etc.*)
  - Techniki bezpośredniej nauki w klasie (*paradoksy, deszcz pomysłów, mapy pomysłów, itd.*)
  - Techniki aktywnego uczestnictwa (*wspólna ocena, wspólne powtarzanie, mówienie do mikrofonu, "wir", zachowanie biznesowe, metoda K-W-L (Know - wiem, Want to Know - chcę wiedzieć, i Learned - nauczyłem się)*)
- Indywidualna/samodzielna praca:
  - Czytanie tekstu i obsługa notatek (*mapy definicji pomysłu, wykresy zapytań, piramidy faktów, zapisy nauki / dzienniki, mapy pomysłu, diagram otoczenia wirtualnego, oznaczanie poziomów, struktura argumentów i wsparcia, analiza semantyczna, organizacja notatek, itd.*)
  - Pisanie tekstu.

## 3. Utrwalenie nauki:

- Stworzenie portfolio ocen.
- Zapisanie krytycznych refleksji.
- Napisanie Dziennika Nauki.
- Myślenie naprowadzane.
- 3-minutowa pauza.
- Płynność werbalna.

## Orientacyjny czas trwania szkolenia wspomaganego

Przygotowanie do nauki .....	8 godz.
Analiza curriculum i/lub informacji .....	34 godz.
Utrwalenie nauki .....	6 godz.
Warsztaty (patrz niżej, uzupełniające notatki).....	64 godz.
<b>RAZEM .....</b>	<b>112 godz.</b>

## Sposób realizacji

Istnieją różne strategie szkolenia możliwe w stosunku do teoretycznej i praktycznej metody nauki. Zalecana struktura i instrumenty:

- Wykłady teoretyczne (25-30 % czasu zajęć)
- Nauka praktyczna (praktyka, seminaria i laboratoria), podczas której stosowane są różne metody nauki, w zależności od wybranego zagadnienia (75 - 30 % czasu zajęć).
- Warsztaty (patrz niżej, uzupełniające notatki).
- Indywidualna praca pisemna: praktyczne zastosowanie metod / technik w różnorodnych modułach; notowanie postępów w nauce / dzienniki nauki, refleksje krytyczne wywodzone z analizy przydatności różnych metod dla każdego ucznia.

## Propozycja strategii oceniania

Możliwe są różne rodzaje oceniania. Do niniejszego zastosowania rekomendujemy:

- Portfolio poświęcone utrwaleniu wiedzy i umiejętności uzyskanych w trakcie nauki.
- Aktualne zapiski / dziennik i krytyczne refleksje pojawiające się w toku realizacji jednostki, gdy uczący się analizują użyteczność / bezużyteczność różnych metod / technik stosowanych wobec nich.
- Zadania praktyczne, w trakcie których uczący się prezentują znajomość poszczególnych, zdobytych w procesie nauczania, metod technik oraz umiejętność stosowania ich w praktyce.

- Ewaluacja warsztatów.

## Materiały wspomagające naukę

- **Myron H. Dembo** (2000). *Motivation and Learning Strategies for College Success: A Self-Management Approach*. Mahwah, New Jersey London: University of Southern California LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS
- **Elizabeth Barkley, K. Patricia Cross, Claire Howell Major** (2004). *Collaborative Learning Techniques: A Handbook for College Faculty*, ISBN: 0-7879-5518-3, 320 p.
- **Jennifer A. Moon** (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London and New York: Routledge
- **Barbara Prashnig** (2006) *Learning Styles in Action*. Network Educational Press Ltd. ISBN:1 85539 208 9, 200 p.
- **Chris Watkins, Eileen Carnell, Caroline Lodge, Patsy Wagner and Caroline Whalley** (2000). *Learning about Learning: Resources for supporting effective learning*. London and New York: Routledge
- **Anne Watkinson** (2005). *Learning and Teaching: The Essential Guide for Higher Level Teaching Assistants*. David Fulton Publishers. ISBN: 1843122510
- **Dean Fink, Lorna, Louise Stoll** (2003). *Its' about Learning (and It's about Time)*: Routledge/Falmer. Place of Publication: New York.
- Study Guides and Strategies: <http://www.studygs.net/index.htm>
- Campaign for Learning: <http://www.campaign-for-learning.org.uk/projects/L2L/l2lindex.htm>
- New Horizons for Learning: <http://www.newhorizons.org/>
- Project Renaissance: <http://www.winwenger.com/index.htm>
- Ohio Learning Network: [http://www.olin.org/teaching\\_and\\_learning/active.php](http://www.olin.org/teaching_and_learning/active.php)
- Active Learning For The College Classroom: <http://www.calstatela.edu/dept/chem/chem2/Active/index.htm#internet>
- Center for Teaching, Learning & Technology: <http://www.cat.ilstu.edu/>
- University of Alberta 's Academic Technologies for Learning: K. Campbell (1998). *The Web: Design for Active Learning*:  
[http://www.atl.ualberta.ca/resources/resource\\_detail.cfm?Resource\\_Name=The%20Web:%20Design%20for%20Active%20Learning&File\\_Type\\_ID=5&sectionid=2&subsectionid=1](http://www.atl.ualberta.ca/resources/resource_detail.cfm?Resource_Name=The%20Web:%20Design%20for%20Active%20Learning&File_Type_ID=5&sectionid=2&subsectionid=1)
- UNO Teacher Explorer center: *Cooperative Learning: Techniques*  
<http://ss.uno.edu/ss/homepages/cooptech.html>
- Accelerated Learning Institute <http://www.accelerated-learning.com/>
- LearnPlus Learning Methods - Techniques <http://www.learnplus.com/guides/learning-prac-techn.html>
- Active Learning Techniques  
[http://www.iub.edu/~icy/document/active\\_learning\\_techniques.pdf](http://www.iub.edu/~icy/document/active_learning_techniques.pdf)
- Techniques to help e-Learning <http://www.theallined.com/selfhelp/04100102.htm>
- Hofinger R. *Classroom Learning Techniques*. Available on the Internet:  
<<http://fie.engrng.pitt.edu/fie96/papers/115.pdf>>

## Notatki uzupełniające

Pakiet czterech warsztatów został opracowany przez partnerów projektu dla wsparcia realizacji tej jednostki. Są one obecnie dostępne tylko w języku angielskim

## Warsztaty

Ewa Pióro i Elżbieta Panasiewicz

### Workshops:

PERSONAL AND PROFESSIONAL DEVELOPMENT .....	6
SELF MOTIVATION.....	9
METHODS OF ACHIEVING CONTENTMENT .....	12
REFLECTING UPON INDIVIDUAL PEDAGOGICAL EXPERIENCE. EVALUATION OF KNOWLEDGE	15

## WORKSHOP 1.

### Personal and professional development

#### DESCRIPTION

The purpose of this workshop is to develop skills required for creating proper habits in the scope of personal and professional development.

#### ACHIEVEMENTS

Through actively taking part in the workshop, the participants will:

Gain knowledge on the methods of planning, implementing and evaluating self-development while maintaining a balance between personal and professional development,

acquire skills to properly identify development spheres, evaluate their current level, recognize personal motivators, learn effective planning and self-evaluation methodologies,

shape a proactive attitude towards personal and professional self-development

#### COMPETENCES

During the workshop the participants will personally define the core competency of personal and professional development for their own profession, i.e. for teachers/coaches. The definition of this competency will include a behavioural description of conduct proving a high level of personal and professional development and will concern the following questions:

- a. how should persons who possess a high level of personal and professional development manifest their knowledge
- b. what skills should characterize persons who possess a high level of personal and professional development and how these skills should be manifested
- c. what attitude to work, the society and to oneself should characterize persons who possess a high level of personal and professional development

#### CONDITIONS FOR CONDUCTING THE WORKSHOP

Establish the level of communication within the group, the level of mutual trust between workshop participants, their self-awareness and match case studies and the level of interactivity in such a way as not to violate the participants' private sphere.

USE as the basic motivational workshop preceding other workshops focused on chosen topics.

COLLECT participants' comments on the satisfaction they experienced in the past in four spheres

ANALYZE participants' comments on the satisfaction they experienced in the past in four spheres

RECOGNIZE the level of self-awareness and openness of workshop participants and match work methods during the workshop - mutual interview in case of high level of trust or, in case of rather closed groups - psycho-tests, personal analysis and meditation.



## CONTENT

Externalization of development and of responsibility for professional development (Berstroem, 2001) is a fact and it applies to every profession. The aim of the workshop is to provide the participants with the methodologies and professional and personal development tools so that they train their mental mobility that will allow them to explore various professional and personal life scenarios, go beyond their limits and assimilate patterns that support mental mobility.

The workshop content is the knowledge of the four spheres of life.

1. Physical sphere (i.e. physical workout, nutrition, stress control).
2. Social-emotional sphere (i.e. caring for others, empathy, synergy, inner feeling of security).
3. Spiritual sphere (i.e. clear values, devotion, understanding the meaning of one's work and one's life in a broader context).
4. Mental sphere (i.e. reading, deepening substantial knowledge).

In the form of practice, psycho-tests and interactive interview among participants and in relation to the four spheres of life, the participants will think about each of the four spheres and define:

- a. personal interests related to each sphere and determine subjects they are specifically enthusiastic about,
- b. values personally attached to each sphere: benefits, advantages, life relevance etc.,
- c. personal competences or specific acquired skills, achievements, realizations in each sphere.

In the next part, using examples from real life, the coach will present the possibilities and means of development in each sphere. The coach will present examples of persons who achieved a particularly high level of self-development and won universal recognition.

The workshop participants will again analyse the four spheres of development. In mutual interaction, in relation to those activities that provided them the most satisfaction in the past, the participants will recognize specific elements they wish to mark as their self-development goals - such that will particularly serve their personal or professional development. They will choose for themselves their personal development goals and means/methods.

Questions to be analysed during the workshop:

- What kind of activity would suit me best?
- What gives me the most satisfaction and feeling of achievement?
- What I definitely shouldn't do?
- What should I do to achieve better results?
- What I definitely shouldn't change in myself?

In the end the participants will define the direction of their development and development plans for the next 3 months, 1 year, 3 years and finally the rest of their lives.

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## **DURATION**

24 hours, 3 days of workshop

## **METHODS AND TOOLS USED DURING THE TRAINING**

Lecture, practice, simulation games, case study, psychological coaching, meditation, moderated discussion, presentations, interviews - participants' group work

## **EVALUATION METHODOLOGY**

With reference to Kirckpatric's method:

Measuring reaction levels: directly after the workshop the participants fill in a questionnaire evaluating the workshop's organization, programme and the coach's skills and knowledge.

Measuring the level of change i.e. assessing change in the level of knowledge, skill and attitudes before, directly after and 2-3 months after the workshop. This is done by using a questionnaire measuring possessed knowledge, assessing personal skills related to the training of the participant and evaluating their attitude toward self-development and pro-activity.

## **ADDITIONAL MATERIAL**

- Examples of tables for planning goals in different spheres of life
- Presentation on the topic of the methods of setting goals, planning and evaluation
- Presentation of dynamic priority models

## WORKSHOP 2.

### Self Motivation

#### DESCRIPTION

The purpose of this workshop is to enhance emotional intelligence in the area of self motivation, to individually support each participant in finding their own motivational mechanisms and teach them to implement their own personal motivational scheme.

#### ACHIEVEMENTS

Through actively taking part in the workshop, the participants will:

- gain knowledge of the theories of emotional intelligence and self motivation,
- acquire skills in identifying their own emotions as well as the emotions of others, expand their conceptual range and emotional experience. In particular they will learn to identify the feelings of satisfaction and frustration, they will acquire necessary skills required to choose and implement their personal self motivational scheme,
- shape a pro-active attitude towards own emotions and enhance elements of positive thinking.

#### COMPETENCES

In a moderated discussion during the workshop the participants will define the core competency of professional and personal development of the coach/teacher profession. The definition of this competency will include a behavioural description of conduct proving a high level of personal and professional development and will concern the following questions:

- a. what knowledge should persons who possess a high self motivation competency have (answer: knowledge of oneself, of own emotionality, personal motivational mechanisms),
- b. what skills should characterize persons who possess a high self motivation competency (answer: the skills to recognize emotions, to voluntarily arouse in oneself the feelings of satisfaction and enthusiasm, to recognize the emotions of frustration and discouragement, the ability to create good habits),
- c. what attitude to work, the society and to oneself should characterize persons who are highly self motivated (answer: a pro-active and positive-thinking attitude).

#### CONDITIONS FOR CONDUCTING THE WORKSHOP

Establish the level of communication within the group, the level of mutual trust between workshop participants, their self-awareness and match case studies and the level of interactivity in such a way as not to violate the participants' private sphere.

Establish the level of knowledge in the field of emotional intelligence and the extent of vocabulary used to name various emotions. Special attention should be given to the group of emotions centred around the emotion of satisfaction.

USE as the basic motivational workshop preceding other workshops focused on chosen topics.

COLLECT participants' concepts and examples concerning feelings related to the emotions of satisfaction and frustration. Concentrate particularly on examples related to the emotion of satisfaction.

ANALYSE examples given by workshop participants related to the emotion of satisfaction in such a way as to arrive at the underlying causes for the formation of such an emotion in their personal psychic structure. Analyse examples of persons who implemented self motivational schemes i.e. sportsmen, priests, scientists, politicians, businessmen.

RECOGNIZE and name emotions, expand participants' vocabulary and perception.

## CONTENT

The concept of the self motivation workshop stems from the assumption that self motivational skills are a core skill of emotional intelligence. That is why the theoretical and practical parts of the training will refer to these concepts and theories.

Firstly, the workshop participants will take part in a lecture and discussion, where they will learn about the concepts of motivation and self motivation, their sources and practised ideas. The participants will be shown examples which illustrate how sound planning and proper devaluation of personal goals can encourage one to act and give a strong sense of satisfaction - how they can become a motivator.

The main part of the workshop will be practice in developing skills at recognizing one's own emotions, realizing personal motivators and consciously using them.

One of the advantages of the workshop is the fact that the participants become aware of their current individual sources of motivation and how influential they are (i.e. personal habits, the people who surround us, role models, environment, etc.). Each participant will analyse their individual moments of particular personal and professional satisfaction to discover the mechanisms and stimuli that invoke such feelings in their emotionality. On the grounds of this knowledge and based on the several concepts of self motivation they will have been presented, the participants will individually devise their personal self motivation schemes.

The workshop is criss-crossed with short presentations indicating that there are various ideas of self motivation: the psychological approach connected with satisfying one's needs, the cultural approach relating to the commonly held value system, the theological approach based on the concept of spiritual intelligence, the behavioural approach underlining the need to create proper habits. Each presentation is followed by a discussion and, finally, practice.

During the workshop the participants will go through a process of discovering their individual motivation mechanisms, defining their personal motivators and practising the use of these motivators in real life.

As a counterweight to this, the participants will also learn to recognize early symptoms of frustration and professional burnout as well as how to overcome them.

## DURATION

16 hours, 2 days of workshop

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## **METHODS AND TOOLS USED DURING THE TRAINING**

Lecture, presentations, practice, simulation games, case study, psychological training, meditation, moderated discussion

## **EVALUATION METHODOLOGY**

With reference to Kirckpatric's method:

Measuring reaction levels: directly after the workshop the participants fill in a questionnaire evaluating the workshop's organization, programme and the coach's skills and knowledge.

Measuring the level of change i.e. assessing change in the level of knowledge, skill and attitudes before, directly after and 2-3 months after the workshop. This is done by using a questionnaire measuring possessed knowledge, assessing personal skills related to the training of the participant and evaluating their attitude toward self-development and pro-activity.

## **ADDITIONAL MATERIAL**

- Presentations of 2-3 self motivation concepts
- Case study of a selected sportsman - mental training on the subject of self motivation

## WORKSHOP

### Methods of achieving contentment

#### DESCRIPTION

The purpose of this workshop is to learn the methods of achieving mental equilibrium and self-confidence. Learning these methods should improve relations with others and aid self-development through improving one's motivation to work.

#### ACHIEVEMENTS

Active participation in the workshop will enable the participants to:

- gain knowledge on the methods of achieving mental equilibrium and self-confidence,
- acquire skills to recognize their own emotions and influence them,
- shape an active and creative attitude towards life problems.

#### COMPETENCES

The participants will learn stress relief and relaxation techniques as well as ways to teach them to others.

They will gain knowledge on the subjects of :

- self-evaluation skills and the ability to perceive the better sides of the world around us
- what should characterize the attitude of seeing the positive sides of every situation, which is considered to be one of the indicators of mental health.

#### CONDITIONS FOR CONDUCTING THE WORKSHOP

Establish work methods and define the rules of communication. Be careful to ensure the privacy of speech. Create the right conditions for enabling workshop participants to work individually.

USE when conducting other training in accordance to their subject matter.

COLLECT participants' comments, examples of emotions and behaviour related to the feeling of contentment and to undue criticism.

ANALYSE examples given by workshop participants related to the feeling of contentment and positive thinking. Analyse examples of people who implemented positive thinking strategies in different spheres of life.

RECOGNIZE and name emotions, expand the vocabulary of workshop participants.

#### CONTENT

The workshop is based on the idea of helping participants to correct the image they have of themselves and express their emotions. The pace of life, all the demands that the school must meet, large number of pupils all lead to stress and emotional strain which have a negative impact on our frame of mind, hinder our learning abilities and may lead to an aversion to

learning. There is a lot of good in every man, everybody has something to say or to show. This can be the root of many a success in life. Yet sometimes we do not notice these glowing sparks in ourselves. This programme and its content is focused on delivering the course participants a sense of security and shaping a positive attitude to themselves, to let them realize how they can cope with various real life situations.

1. Preliminary class. Introduction of the subject matter, getting acquainted with the group. "Lifeboat" - warm-up practice.

The students are shipwrecked on the Indian Ocean. The ship they were travelling on is slowly sinking and the crew died in the explosion. Navigational instruments were destroyed and you don't know exactly where you are - probably some 2000 km from shore. Some of you carry matches and paper money in their pockets. You have an inflatable lifeboat at your disposal that can hold ten persons. There are various items on the ship that could prove useful in your journey. However, you can only take ten. The teacher closely observes student activity, notes the main goals they set for themselves, i.e. survive at any cost, or focus on calling for help, the teacher also monitors if the students observe the rules provided in the instructions. The duration of this practice is not defined.

Upon concluding the activity the teacher informs which of the available items were deemed most useful by lifeboat service experts: the mirror and the container of oil-petrol mixture (combined with the matches that the survivors have in their pockets it may be used for lighting a fire on water), to call for help day and night, drinks, all food, items that can be used for obtaining food and protection of health and lives. The rest is useless (that includes alcohol - as it may be used to disinfect wounds it is bound to stir up arguments).

The class concludes with a discussion on self-esteem and its different facets. Together with students the teacher defines the concept of "adequate self-esteem". Filling out the class paper that contains the following unfinished sentences:

I.....believe, that my self-esteem is..... .

Do you want to get to like yourself?

I.....want to get to like myself .

I like..... in my appearance.

I.....am unique .

The students describe their mood with the name of a chosen colour.

2. The class proper. Circle initiating the course. Everybody in turns finishes the sentence:

"Lately I was praised for ..... ." Warm-up practice - "I'm a mirror".

The students work in pairs. One person makes whatever moves and the other tries to be their mirror reflection. After two minutes they switch roles. Next, the students talk about their impressions with the teacher. The following methods and techniques will be used during classes:

- The coach pins to his clothes a piece of paper saying "I am smart and beautiful".

The coach explains to everybody that it pays off to think positively about oneself. Our self-esteem can influence our behaviour, the choices we make - thus it has an impact on our reality. If we keep hearing negative comments about ourselves the whole time our self-confidence dwindles. Positive comments and thoughts strengthen our self-confidence.

- Discussion about the strong points of every person, their virtues, positive traits and skills.
- Pantomime - through a pantomime the students present their strong point.

- My profile. The students receive a paper profile of a person where they write their strong points, what do my arms, legs, stomach, head do best, for example:  
“My arms are best at playing basketball” - and we proceed to write this answer on the arms of the paper profile. “My legs are best at running” - and we write it on the legs of the profile. Discussion about the practice. The students say in turns what caused the most difficulty during the practice and what was the least challenging.
- Students fill out the class paper containing the following unfinished sentences:  
My strong points are .....  
I ..... value in myself .....  
I ..... can .....
- Students turn to the person next to them and finish the sentence:  
" I like you because you are ....."

## DURATION

16 hours, 2 days of workshop

## METHODS AND TOOLS USED DURING THE TRAINING

Lecture, presentations, practice, games, brainstorming, drama

## EVALUATION METHODOLOGY

Directly after the workshop the participants fill in a questionnaire evaluating the workshop's organization, programme and the coach's skills and knowledge.

Measuring the level of change i.e. assessing change in the level of knowledge, skill and attitudes before, directly after and 2-3 months after the workshop with the help of a questionnaire.

## ADDITIONAL MATERIAL

- Presentation: contentment and positive image of oneself

Literature:

1. Ewelina Pogorzelec: Program zajęć pozalekcyjnych kształtujący pozytywny obraz samego siebie dzieci z niepełnosprawnością umysłową w stopniu lekkim. Publication no. 6732. educ.pl



## WORKSHOP

Reflecting upon individual pedagogical experience. Evaluation of knowledge

### DESCRIPTION

The purpose of this workshop is to work out the skill to purposefully and systematically collect information on the course and results of one's work based on the knowledge possessed in order to plan one's development.

### ACHIEVEMENTS

Active participation in the workshop will allow the participants to:

Gain knowledge in the field of: methods of collecting information on one's work, sources of this information, evaluation of self-development based on possessed and desired knowledge.

Acquire skills at planning and carrying out an individual self-evaluation, analysing the effects of their own actions, successes, failures and, in consequence, reflecting upon oneself, planning further self-development and improving one's working tools.

Shape a critical attitude towards own knowledge and an active attitude towards personal and professional development in the scope of possessed knowledge.

### COMPETENCES

During the workshop the participants will relate to their physical as well as mental traits that influence the ways they use and take avail of their knowledge. They will define what they lack in this respect.

They will diagnose their personal educational needs and make a plan of how to satisfy them.

### CONDITIONS FOR CONDUCTING THE UNIT

Establish work methods and define the rules of communication. Be careful to ensure the privacy of speech. Create the right conditions for enabling workshop participants to work individually.

ENCOURAGE the students to conduct a regular self-evaluation by presenting the advantages of doing so

COLLECT participants' comments on the methods of evaluating the quality of education and their personal knowledge

ANALYSE participants' comments on the need for self-evaluation and the methods of conducting it

RECOGNIZE the level of self-awareness and openness of workshop participants.

### CONTENT

"Gnothi seauton" or "Come to know yourself" - the inscription at the entrance to the temple of Apollo in Delphi shows that already in those ancient times knowing oneself was the foundation of all wisdom. This concept is related to the notion of self-evaluation that can influence such

different human activities as: decision making, tolerating or rejecting other people, or controlling one's self-development. Self-evaluation is therefore a conscious relation and evaluation of both physical and mental traits and abilities. Self-evaluation plays a crucial role not only in coming to know yourself but also in controlling own behaviour and achieving life's goals and plans.

The complex reality of school life requires the teacher to assess it objectively in order to react properly in particular situations. The teacher is expected not only to transfer knowledge, educate and impartially grade their pupils, but also to be able to assess their current actions and - which is particularly difficult - honestly evaluate oneself, because an accurate self-analysis is the foundation of all change and constant self-development.

Self-evaluation of one's work should relate not only to one's documented qualifications. It is possible to have a proper title or degree ("I know", "I possess information") and not truly be a specialist in one's field.

Proper self-evaluation is used for current monitoring of the results of the teacher's work, it serves the teacher and his pupils, not the school principal. It is an assessment tool. Teachers often identify evaluation with what they practised for years, i.e.: grading, controlling, testing and didactic measurement. Yet, the purpose of evaluation should be to explain, shed light on the motives, support autonomy, develop subjectivity and self-awareness of evaluated persons. Evaluation should only be perceived as a tool, as a means of achieving set goals. Evaluation should not be treated as the objective, which is to ascribe a specific attitude, a value - a grade to specific persons, programmes or institutions. The evaluation should be but a part of decision making.

## LESSON PLAN

- 1) Presenting the following text to the participants:  
"Imagine you have worked for several years at a school. Recently, a young teacher was hired, whom you made friends with. One day he asks your help and advice, as he has difficulty choosing the right material for a subject. He asks you to come to his class and observe his grading."
  - a) Assignment for every participant:  
Using your experience at planning classes write six essential points on how to choose proper material for classes, which should be observed during the colleague's lecture. The points may be written in the form of questions.
  - b) After creating a list, the participants work in pairs to formulate a common list of questions.
  - c) Each pair presents and discusses their list.
  - d) Group discussion on the essential questions that were formulated.
- 2) Brainstorming.  
Purpose:
  - a) Define what skills every teacher should possess to make classes interesting.
  - b) Classification of skills according to areas (which will probably appear), for example:
    - LISTENING SKILLS
    - SUPPORT SKILLS
    - OBSERVATION SKILLS

- LANGUAGE SKILLS
  - c) Writing the skills on sheets of paper.
  - d) Discussing the possibilities of evaluating these skills (it will not be possible to evaluate some of them).
- 3) Creating a self-evaluation chart.  
Self-evaluation chart model:  
Rate on a scale of 1 to 6 your: education, work experience, style of conducting classes (lectures, practical classes, workshops, etc.), linguistic correctness and manner, innovation, acquaintance with students or participants of different forms of training, understanding students' needs, using the right rules, forms and teaching material, organization skills, actions aimed at self-development and self-perfection.
- 4) Filling the chart and analysing results. Volunteers may share their remarks with the other participants of the course.
- 5) Planning changes and individual development path according to the chart: [What will I improve? How will I do it? When will I do it?]
- 6) Sharing reflections connected with the subject of the workshop.

## **DURATION**

8 HOURS

## **METHODS AND TOOLS USED DURING THE TRAINING:**

Lecture ,work in pairs and small groups, formulating sheets

## **EVALUATION METHODOLOGY**

Directly after the workshop the participants fill in a questionnaire evaluating the workshop's organization, programme and the coach's skills and knowledge.

Measuring the level of change i.e. assessing change in the level of knowledge, skill and attitudes before, directly after and 2-3 months after the workshop with the help of a questionnaire.

## **ADDITIONAL MATERIAL**

- Self-evaluation charts used at schools
- Research sheets “My strong and weak points”

## **Literature:**

1. Katarzyna Gawęł-Brudkiewicz: Samoocena nauczyciela akademickiego. Gazeta it 2003 r.
2. Nowa szkoła "Materiały szkoleniowe dla rad pedagogicznych", ed. CODN., Warsaw 1999r.