

Best Performers E-Learning Training Course - Lesson Pla

Modul	Performance Monitoring	Targets	<p>At the end of this e-learning course individuals will be able to:</p> <ul style="list-style-type: none"> • explain how feedback affects students' motivation and self-efficacy. • explain the concept of conducive performance monitoring. • observe and assess the performance of their pupils in different ways (extended understanding of performance). • divide formative performance assessment into 3 different levels and to name appropriate methods. 	Duration	13 hours
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Timetable	Activities	Method	Setting	Material/Notes for the Trainer
0:00 – 0:10	Welcoming of participants	Theoretical explanation	Webinar	Slide 1
0:10 – 0:15	Overview of the webinar	Theoretical explanation	Webinar	Slide 2
0:15 – 0:30	Presentation of the project “Best performers in Education”	Theoretical explanation	Webinar	The PPT presentation is available on the project's website: http://www.best-performers.eu/ in the "Training Modules" section.
0:30 – 0:35	How does feedback affect students' motivation and self-efficacy expectations?	Theoretical explanation	Webinar	Slide 3
0:35 – 1:35	The relationship between feedback, motivation and self-efficacy	Assignment	Practice	Slide 4 Participants have to write a paper (2 pages)
1:35 – 1:55	Importance of motivation for success at school	Theoretical explanation	Webinar	Slide 5-8
1:55 – 2:05	The Pygmalion Effect	Theoretical explanation	Webinar	Slide 9
2:05 – 2:15	Strengthening the student personality	Theoretical explanation	Webinar	Slide 10
2:15 – 2:30	Promotion of students' self-efficacy	Theoretical explanation	Webinar	Slide 11-13

Timetable	Activities	Method	Setting	Material/Notes for the Trainer
2:30 – 2:35	Low self-efficacy	Theoretical explanation	Webinar	Slide 14
2:35 – 2:55	Self-efficacy measures that you can implement in your lessons	Theoretical explanation	Webinar	Slide 15-18
2:55 – 3:25	Thought Experiment Pygmalion Effect	Assignment	Practice	Slide 19
3:25 – 3:35	Learning diary	Theoretical explanation	Webinar	Slide 20
3:35 - 3:50	Reflection with Learning diary	Assignment	Practice	Slide 21
3:50 – 4:05	Criteria for a conducive performance monitoring	Theoretical explanation	Webinar	Slide 22-23
4:05 – 4:10	Self-Assessment Questionnaires for Pedagogues	Theoretical explanation	Webinar	Slide 24
4:10 – 4:20	Self-Assessment Questionnaires for Pedagogues Performance Monitoring	Theoretical explanation	Webinar	Slide 25 Link to section Self-Assessment Questionnaires for Pedagogues on our project website
4:20 – 5:00	Reflect on how you do performance monitoring	Assignment	Practice	Slide 26
5:00 – 5:30	Share the results of your self-evaluation with someone!	Peer learning	Practice	Slide 27
5:30 – 5:45	Methods for performance monitoring in our methods database	Theoretical explanation	Webinar	Slide 28 Link zur Methodendatenbank auf unserer Projekt Webseite
5:45 – 6:10	Extended understanding of performance	Theoretical explanation	Webinar	Slide 29-33
6:10 – 7:10	Reflection on extended understanding of performance	Assignment	Practice	Slide 34
7:10 – 7:25	Reflection with Learning diary	Assignment	Practice	Slide 35
7:25 – 7:50	The Comprehension Honeycomb	Theoretical explanation	Webinar	Slide 36-39
7:50 – 8:20	Work with the Comprehension Honeycomb!	Peer learning	Practice	Slide 40
8:20 – 8:35	Reflection with Learning diary	Assignment	Practice	Slide 41
8:35 – 8:50	Formative performance monitoring	Theoretical explanation	Webinar	Slide 42-44



Timetable	Activities	Method	Setting	Material/Notes for the Trainer
8:50 – 9:05	The three levels of formative performance monitoring	Theoretical explanation	Webinar	Slide 45-47
9:05 – 10:30	Assign the methods in our methods database aiming at performance monitoring to the 3 levels!	Peer learning	Practice	Slide 48
10:30 – 12:00	Formative performance monitoring in practice	Assignment	Practice	Slide 49
12:00 – 12:15	Learning diary	Theoretical explanation	Webinar	Slide 50-52
12:15 – 13:00	Develop your own learning diary	Assignment	Practice	Slide 53

