

face to face – seminar design					
Module	Teaching/Learning Strategies	Targets	<p>At the end of this training session individuals will be able to:</p> <ul style="list-style-type: none"> to use essential characteristics of constructivist didactics in planning their teaching. reflect their pedagogical relationship to their learners to understand the situational context that contributes to whether students are motivated or not. to use different methods of individualized teaching in their lessons 	Duration	12 hours

Training day 1

Timetable	Activities	Methods and settings	Pedagogical Resources	Notes for the trainer
0:00 – 0:10	Welcoming of participants	Plenum	Welcome poster	
0:10 - 0:20	<p>Introduction of the trainer</p> <p>Possible topics:</p> <ul style="list-style-type: none"> Age Family Professional education Experience with the topic School Culture 	Plenum	Flipchart poster	Please bear in mind that what you reveal about yourself, what you tell about yourself, also helps to create a common space of openness and encounter.
0:20 – 0:40	<p>The participants form an outer and an inner circle, so that always 2 participants oppose each other. Now present the following questions:</p> <p>The participants have about 2 to 3 minutes to answer these questions in a two-way conversation. At your sign, the outer circle changes one person while the inner circle stops. Now the participants again answer the two questions you have asked. Do the exercise until the outer circle has made a full turn. Then you can do an evaluation of this exercise in the plenum.</p>	Ball bearing	Flipchart poster presenting the questions	
0:40 – 0:55	Body movements	Plenum		Body exercises can be found in the Methodsdatabase: "Brain fitness exercises in class"

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	The trainer introduces 2 – 3 body exercises and practices them together with the participants.			Please also explain to your participants, why body movements are important.
0:55 – 1:05	Presentation of the project “Best performers in Education”	PPT presentation	PPT presentation	The PPT presentation is available on the project’s website: http://www.best-performers.eu/ in the section “Training Modules”
1:05 - 1:25	Co-Creation of the topic The participants write contributions on moderation cards for the following heading: I would like to learn something about the following topics in this seminar:	The Metaplan technique – the card method	Pin board, pins moderation cards flipchart markers	The description of the Meta Plan Card method can be found in the Methods Database: “The Metaplan technique – the card method” Please introduce also the 5 techniques to use when working with moderation cards. You will find these techniques as an attachment to “The Metaplan technique – the card method”
1:25 – 1:45	Presentation of the planned seminar topics <ul style="list-style-type: none"> • constructivist didactics • good and viable pedagogical relationship • motivation in the context of situation and meaning • Learning Settings and Methods of Individualized Teaching 	Plenum		Please also refer to the contributions that have been collected with the Metaplan technique – the card method. Make connections between your planned seminar topics and the wishes of your participants for this seminar.
1:45 – 2:05	break			
2:05 – 3:00	Put the following 6 posters (please see notes for the trainer) with statements on constructivist didactics on the wall. The participants now form groups of 2 and go in pairs from poster to poster, discussing the statements they find there. By answering the following questions: <ul style="list-style-type: none"> • Which principles of constructivist didactics do I already implement in my lessons? • How do I manage to implement these principles (examples from my everyday teaching life)? • Where do I personally see difficulties in implementing these principles? 	Theses tour:	6 Posters with statements	This exercise addresses visual, auditory and kinesthetic learning types in equal measure and promotes an intensive discussion of the respective topic. 6 statements of constructivist didactics – create a poster for each statement to be put on the wall: <ol style="list-style-type: none"> 1. Learning is constructing. Learners build their own knowledge and skills from the material on offer. 2. Because learning is individual and "self-organised", it is only predictable to a limited extent and can be influenced from outside. Trainers and other teachers cannot "effect" learning directly. However, they can promote it:

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				<p>through the design of the learning offer (learning material, media), the forms of learning (methods, etc.) and the learning environment (climate, etc.). Therefore, teachers are learning facilitators.</p> <p>3. Learning should be "situated". New contents are best learned when they are presented and applied in concrete situations. This creates available knowledge. The knowledge acquired without context can be reproduced, for example, in queries. However, it is "sluggish" and hardly available in practice.</p> <p>4. Learning should be "multi-perspective". The learners should carry out different processes with one content. This creates "mobile knowledge" that can be flexibly applied and adapted.</p> <p>5. Learning should be "problem-oriented". When working on concrete, meaningful and realistic tasks, the "construction process" gets going. The learner also experiences feedback on the consequences of her/his actions and thus gains experience. In this way the knowledge is continuously tested and improved. In addition there are motivating experiences of one's own effectiveness and personal success.</p> <p>6. Learning should take place in cooperation. One learns from each other, recognizes differences, clarifies and tests one's own knowledge by talking about it and experiences the advantages of teamwork. For example, "learning by teaching" is an effective method. By teaching others, you deepen your knowledge and understanding.</p>
3:00 – 3:30	Evaluation of the exercise "theses tour"	Plenum	Flipchart displaying the questions:	

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3:30 – 3:45	Each participant completes the self-assessment questionnaire " Learning and teaching strategies " .	Individual work		The pencil-version of the self-assessment questionnaire can be downloaded from our project website http://www.best-performers.eu/ in the following section: self-assessment questionnaire for pedagogues/ Application fields Inform your participants in advance that this individual work will not be discussed in the large group. The aim of this individual work is that each participant should first deal personally with this topic, before the group continues to work together on this topic.
3:45 – 4:00	Sustainability training Participants take notes for themselves on the following questions: <ul style="list-style-type: none"> • What have I experienced so far that I do not want to forget anymore: <ul style="list-style-type: none"> • Contentual? • Methodical? 	Individual work	Paper Pens	
4:00 – 5:00	break			
5:00 – 5:10	Good and viable pedagogical relationship Reasons why a positive relationship between teacher and learner is important for the success of the young person at school.	Input		You can find information on this topic in our Guidebook for Schools, page 39 – 43.
5:10 – 5:30	Reflection <ul style="list-style-type: none"> • Think about a teacher from your time at school who brings back good memories - a teacher you liked. • Why did you like her or him? • What qualities did this teacher have? • What connection did he/she build with you? • Reflect now for a moment on how you as a teacher relate to your students. What are your fundamental principles? 	Individual work		You can copy and paste this reflection from our Guidebook for Schools, page 41.

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5:30 – 6:15	<p>Suggestions for Forming Positive Relationships The participants go through the individual points on the handout and add further points that they think are still missing. In a one-on-one discussion, they tell each other how they personally succeed in implementing these points in their teaching practice, using their interlocutor as a coach who also gives them feedback.</p>	2 students partner work From coach to coach	Handout	You can copy and paste the Suggestions for Forming Positive Relationships from our Guidebook for Schools from page 44 – 45.
6:15 – 6:30	<p>Discussion about the main outcomes of the 2 students partner work</p>	Plenum		
6:30 – 6:50	break			
6:50 – 7:05	<p>Rosenthal Effect - Pygmalion in the Classroom The trainer displays the description of this experiment and reads the text aloud. Then the large group discusses the following questions:</p> <ul style="list-style-type: none"> • What would happen if you regarded your students as if they were all highly talented? • Do you think it is possible that this could change the relationship between you and your students? • Do you think it is possible that the achievements of your students would then improve? 	Plenum	Laptop, Beamer Flipchart	You can copy and paste the description of this experiment and the questions for reflection from our Guidebook for Schools at page 46.
7:05 – 7:30	<p>Paying positive attention Make a list of the students in one class you're teaching this year. Now consider which characteristics you particularly value in each student. Now write at least 5 positive characteristics for each name on the list. Make sure to pay special attention to these positive characteristics for the next 8 weeks.</p>	Individual work		
7:30 – 7:45	<p>Sustainability training The participants form groups of 4 people and exchange ideas about which seminar topics were important to them today.</p>	Experience group		

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7:40 – 8:00	<p>Reflection</p> <p>In the plenum each participant shortly completes the following two sentences that are displayed at the flipchart.</p> <p>I liked that today!</p> <p>I wish for tomorrow especially!</p>	Flash	<p>Flipchart</p> <p>Flipchart markers</p>	<p>In this exercise, also present the poster again with the wishes of your participants, which you have collected at the beginning of the seminar, and make it clear to the group which wishes have already been fulfilled at the seminar and which ones have remained open.</p> <p>On this occasion you should also refer once again to the topics of the theses tour. Decide together with the group which of these topics have already been dealt with sufficiently.</p>

Training day 2

Timetable	Activities	Methods and settings	Pedagogical Resources	Notes for the trainer
8:00 – 8:10	Welcoming of participants	Plenum	Welcome poster	
8:10 – 8:20	Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.	Plenum		Body exercises can be found in the Methodsdatabase: “Brain fitness exercises in class”
8:20 – 8:40	motivation in the context of situation and meaning <ul style="list-style-type: none"> • What learning experiences do you want your students to make? • Would you like to participate in your own lessons if you were a student? • Can you justify every learning method you use? • Can your students apply what they learn in your classes in everyday life? 	Individual work	Handout	You can copy and paste the questions for reflection from our Guidebook for Schools, page 56.
8:40 – 8:50	motivation in the context of situation and meaning Our brain reacts attentively to situations and is less able to memorize abstract contents. You should therefore refer to a situational context when you <ul style="list-style-type: none"> • want to convey new content, • control the classes level of knowledge, • support your students in applying knowledge. 	Input	Laptop, Beamer	You can find information on this topic in our Guidebook for Schools, page 57.
8:50 – 9:20	motivation in the context of situation and meaning The large group is divided into 2 groups. Each group works out a different theme <ul style="list-style-type: none"> • Methods to situate your teaching in the present • Methods to situate your teaching in the future and then presents it to the plenary. The method "Hearing" is used in the plenum. 	Group work for different tasks: Hearing		The description of the method “Group work for different tasks: Hearing” can be found in our Handbook for Schools at page 70.
9:20 – 9:45	Learning Settings and Methods of Individualized Teaching The trainer presents the following topics: <ul style="list-style-type: none"> • Methods of individualized teaching • Complex Methods of Individualized Teaching 	Plenum Input	Laptop Beamer	The description of “Methods of individualized teaching” can be found in our Handbook for Schools, page 68 – 71

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	<ul style="list-style-type: none"> Learning Settings of Individualized Teaching 			<p>The description of “Complex Methods of Individualized Teaching” can be found in our Handbook for Schools, page 72 – 73.</p> <p>The description of “Learning Settings of Individualized Teaching” can be found in our Handbook for Schools, page 74 – 75.</p>
9:45 – 10:00	break			
10:00 – 10:05	effects of class composition	Plenum		The description of “Effects of class composition” can be found in our Guidebook for Schools, page 48 – 49.
10:05 – 11:30	<p>Complex Methods of Individualized Teaching World Café to the topic “effects of class composition”</p> <ul style="list-style-type: none"> How can we improve support and guidance at home? How can we improve expectations of students regarding their selfefficacy? What role do expectations, attitudes and attributions of teachers play (in terms of learners' performance and readiness to learn)? 	World Café	Flipchart paper Flipchart markers	The description of the method World Café can be found in our Guidebook for Schools at page 72.
11:30 – 11:45	<p>Sustainability training The participants form groups of 4 people and exchange ideas about which seminar topics were important to them today.</p>	Experience group		
11:45 – 12:00	<p>Feedback session Using the following sentence: This I want to implement next in my teaching.</p>	Plenum		Also present the poster again with the wishes of your participants, which you have collected at the beginning of the seminar. Here is again the opportunity to briefly discuss topics that have not yet been satisfactorily discussed for the participants and to clarify open questions.