Training course for teachers

Erasmus+

SUPREM

INTRODUCTION

The main goal of the SUPREM project is to use international experience and diversity to provide assistance to 12-14 year olds and affected parents as well as educators in a complex way that supports students' lifestyle competencies.

As part of this, as a result of nearly 18 months of joint work 4 teachers courses were born, which we also wholeheartedly recommend for implementation within the framework of school or leisure, youth activities.

Suprem teachers' training course is a training curriculum with a complex collection of materials.
The training will be available online and also for self-study by individuals. as a supporting tool for schools, the training course also presents the trainers' guide and background information about the methods and recommendations to ensure the highest quality.
The training will be connected to the students' course but will contain other topics as well.
Main objectives of the training:
- providing a methodology to work with suprem students' course
- support teachers to involve parents in school activities and also to cooperate with them to assist students' improvement
The training consists of four modules:

1. Life-management skills and their development possibilities in school education
2. SUPREM students' course methodology
3. Raising parental cooperation
4. Efficient methods to involve parents in school activities

The Authors

www.suprem.eu

SUPREM STUDENTS' COURSE METHODOLOGY

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The main objectives of the training:

The aim of the training is to provide methodological support to educators for the pedagogical interpretation and implementation of the student modules of the SUPREM project. The course, which is also available online, is also suitable for self-study.

Training time required: 6 hours

Short description of the training:

Through their own learning experience, the training presents the knowledge necessary for the successful application of the project pedagogy chosen as the framework of student projects, possible learning organization methods, and the elements of the thinking and communication strategy necessary for pedagogical decisions. The participants of the course can develop their pedagogical knowledge, analyze their own pedagogical practice and expand their methodological tools.

In the first stage of the training we can be sure that the XXI. century school gives place for the conscious development of life management competencies. Through our own experiences, we can experience the complexity of a successful life management system. SUPREM puts student projects at the forefront of career construction. Ten topic areas are processed, which are very closely related to each other.

Learning guide

The structure of the individual learning program models a possible learning process. The individual learning units (topics) are built on each other, so it is not recommended to change their order even with a wealth of prior knowledge. Your learning will be effective if you build on your existing knowledge or reflect on your current problems to process each chapter. The structure of each learning unit has the same structure. The processing of the theoretical material is helped by problem-raising, interpretive questions and interweaving tasks. You will find practice tasks for processing each subtopic. The materials of the learning units are closely related, if you feel the need for a solution, turn to the material of the related topic. The purpose of self-monitoring is to point out the need for confirmation or withdrawal. If you have answered the open-ended questions in full, move on! If you feel the need, go back to the material done!

SUPREM STUDENTS' COURSE METHODOLOGY

THEMATIC UNIT 1: PROJECTS IN PEDAGOGY - THE PEDAGOGICAL PROJECT

THEMATIC UNIT 2: TEACHER ROLES IN DEVELOPMENT

THEMATIC UNIT 3: METHODOLOGICAL GUIDE

Units	Topic	Time required	Methodology
Thematic Unit 1	Projects in pedagogy - the pedagogical project	3 hours	text interpretation tasks, reflections
Thematic Unit 2	Teacher roles in development	3 hours	text interpretation tasks, reflections
Thematic Unit 3	Methodological guide		glossary, recommendations from the international literature

LEARNING OUTCOMES OF THE PROJECT

Knowledge	Ability	Attitude	Autonomy and responsibility
He knows the: concept and characteristics of the pedagogical project, the theoretical and practical issues of pedagogical communication related to classroom and other educational situations.	He is able to: play multiple roles in the learning process, effectively address pedagogical problem situations through communication.	He is: committed to modern procedures for organizing learning. open to development, responsible for his role choices and credible communication, independent in the choice of methodological solutions.	He takes a critical look at the traditional pedagogical role perception.

THEMATIC UNIT 1

PROJECTS IN PEDAGOGY – THE PEDAGOGICAL PROJECT

1. The project as a development framework

The word project is used in several areas of life: in school, business, scientific research and in connection with applications. In common parlance, the word project refers to the performance of a complex, novel task and the associated plan.

EXERCISE 1

You are preparing for a larger home renovation.
Complete the sentences below.

I need to know exactly …….
I have to decide ……
I have to organize ……
I am very enthusiastic, because ……
I need to find out ……
You can only succeed if ……

In a general sense, a project is a complex task that is one-time, non-repeatable, resource-intensive, innovative, high-risk, with a defined risk of time and cost, and thus requires a high level of expertise to be implemented in the most optimal form.
Review your answers above and identify project features!

……
……
……

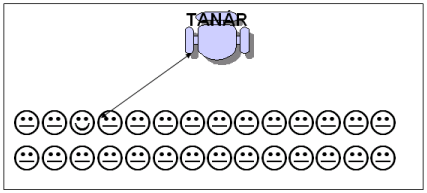
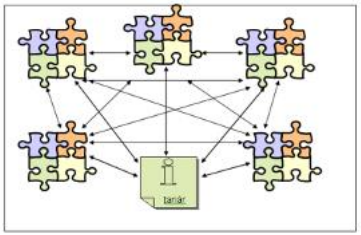
EXERCISE 2

Why the project?

Project pedagogy provides just as complex a framework for processing each topic as it is possible and necessary to think about life management skills. That's why SUPREM chose this framework to process the 10 competency areas.

Project features:
- the project focuses on the problem, organizes learning around the problem;
- its approach is complex, cross-cutting;
- strives for holistic knowledge building, connecting the individual knowledge elements in several aspects;
- is realized through the joint activity of the teacher and the students;
- its final form is a common product in which the details come together, linking theory and practice;

Review the table below and compare traditional classroom instruction with the learning organization framework provided by the project!

Aspects of comparison		
way of management		
form of work		
number and direction of interactions		
teacher role		

2. The pedagogical project

“Learning and learning aids are nothing but‘ reality discovered or opened to the individual ’or‘ making the individual open to his or her own reality“.

(KLAFKI, W. 1996.)

What characterizes the pedagogical project?

Read the text below and then add the characteristics of the pedagogical project to the table!

The beginning of project education can be traced back to the 18th century, the idea of which originally originated in Italy. Initially, it was closely related to the teaching of crafts. The history of education considers John Dewey to be the developer of the method. Dewey recognizes that the gap between school and families is widening, habits and patterns are lacking for successful socialization. The basic principle is to create situations in the school where the children experience the values and knowledge leading to success in their own activities, and acquire the necessary skills.

The project method is a method built on the interest of students and the joint activities of teachers and students, which organizes the cognition process as a series of projects.

Projects are complex tasks that focus on a problem of practical nature. The topic is processed in the broad, historical, technical and economic context of the students, so the application of the method requires the loosening of the traditional school subject system. Steps of applying the project method: selection and formulation of goals, topic (selection of an original and creative project while many ideas are discussed and discarded) including creative task, planning (tasks, responsible persons, locations, forms of work), implementation (successful implementation) In order to do this, students can also do independent research, but they can also ask the teacher to acquaint them with the necessary knowledge), closing, assessment. Closing and evaluation includes the presentation of the “product” of the project, a play, a radio game, a video recording or a mock-up, model, diagram, etc., which is on display at an exhibition. and the evaluation of the products is presented. The assessment criteria must be communicated to the students in advance.

The distinguishing feature of the project method is the high degree of freedom it gives the learner from the choice of goals, from planning through the ways of carrying out the task to the evaluation of the finished product and activity. We must also mention as the essence of the method the peculiarity that learning, i.e. knowledge, skills, habits, etc. The goal is never learning, but some specific goal, product. In contrast, learning is always a tool, a kind of by-product of the activity of achieving a product. The project method enables a high degree of student independence, provides a way to integrate knowledge, get to know the world outside school, build relationships, and acquire the skills necessary for democratic public life.

Differentiation and project teaching

There is almost no project topic that cannot be related to subjects, defined and hidden curriculum development areas. Of course, this can affect the subject requirements, knowledge and skills of the whole academic year or even several academic years. What breaks down legally is the progress of the textbook and the pre-written curriculum.

Activity	Method, form of work	Development possibility

Benefits of pedagogical projects

In the next section, you will learn about the benefits of using pedagogical projects. If you've been to this before, think about it from that perspective! If not, think about your own teaching practice, its framework and possibilities!

The implementation of pedagogical projects has a number of benefits that cannot be obtained with traditional methods or are not so diverse.

- It is based on a real problem that is interesting to the learner.
- Go around the problem from several sides.
- Model a real work situation.
- Building on direct student motivation makes integration more effective.
- Significantly higher chance of emotional identification, involvement.
- It's built on the activity, reclassifies the learner from a recipient to a creative partner.
- The steps of the project process require joint and individual decisions.
- Easier to adapt to the age specifics of students
- Students with different learning styles, knowledge and skills can also find a suitable task for them, so they differentiate from the outset.
- Emphasis will be placed on the skills required by the modern labor market, such as EQ, empathy, teamwork, communication, social relations.
- The connection of theory and practice is present in all elements of activity.
- Suitable for validating several pedagogical goals at the same time.
- Expands the learning spaces and forms of work.

In the table below, you can see the higher-order cognitive operations (analysis, synthesis, evaluation) of the Bloom taxonomic system with problems and possible tasks. Study the spreadsheet and complete the related task.

Higher order cognitive operations		
Analysis: is able to break down the given content into components and parts.	What are its parts or properties...? How would you group…? How are they similar, how are they different? What are the reasons, motives…? How could you prove…?	Divide up… Outline… Illustrate… Expand items… Examine… Compare… Infer… Continue…
Summary (synthesis): when you are able to work with elements, parts and put them together, you are able to create a new model or structure.	What do you conclude...? What thoughts would you have…? How would you design, make a new… What would happen if combined with…? What if…? What solution do you suggest...?	Group… Connect… Plan it… Create it… Suggest a solution… Create your solution plan… Create a flowchart…
Evaluation: the ability to make quantitative and qualitative judgments about the extent to which materials and methods meet the criteria - critical thinking.	Do you agree...? What do you think…? What is the most important…? How would you rank…? How would you decide…? What conditions would you impose...?	Decide… Judge… Rate it… Estimate… Prove it… Classify…

Think of a project topic in your own subject or area of interest! Assign at least 3 subtopics to process, then use the table above to select some questions or tasks that you think are important!

EXERCISE 3

Think about what other areas (emotional, movement-action, attitude, etc.) in addition to the cognitive area can benefit your project?

Project topic		
Subtheme 1	**Subtheme 2**	**Subtheme 3**
Questions, tasks	**Questions, tasks**	**Questions, tasks**

3.Methodological recommendation for the implementation of student projects

With the help of the glossary, get acquainted with the following pedagogical methods, then find an example of the application of the methods from SUPREM student projects!

EXERCISE 4

Make a recommendation to the teacher's peers about the possibilities of applying the methods. Where could you use it in your own practice?

Methods	Examples (student projects)	Recommendation
assessment of students' individual life competence level		
activity-based pedagogies		
collaborative learning		

cooperative learning		For tasks that can be well divided into parts, and the whole is always more than the sum of the parts.
differentiation		
gaming		
mobile and virtual technologies		
drama pedagogy		To process situations that significantly move emotions, inner forces.

Use the questions below to test your knowledge!

1. What are the differences between a project used in the ordinary sense and a pedagogical project?
2. Who was the creator of the project pedagogy?
3. What are the most important features of a pedagogical project?
4. What are the benefits of a successful project?
5. What methods would you like to recommend to your fellow educators? Why?

THEMATIC UNIT 2

TEACHER ROLES IN DEVELOPMENT

1. Modern teacher's role perception

EXERCISE 5

"A 21st Century Teacher is Not an IT Expert - It's a Change of Mindset" [1]

According to Reid Wilson, the author of our article, which is intended to be a source of discussion and a source of thought, a modern teacher can be characterized by these features.

1. Dare to be vulnerable.

2. He sees himself not as a teacher, but as a fellow student

3. Accept that not everything can succeed

4. Don't wait to be an expert before trying out a particular tool

5. Enters the world of students, even if it is a foreign territory for him

6. He is moving towards his weaknesses and not running away from them

7. Make friends with the knowledge that you do not know what will happen

8. There is a possibility of making mistakes in your life

[1] [1] Original article source: http://www.educatorstechnology.com/2014/12/attributes-of-modern-educators.html

9. Dare to dream big and ask the question "why not?"

10. Allows students to teach each other

11. Dare to step out of your comfort zone

12. Select the change

13. Feel free to ask your colleagues for help

14. Adaptive and persistent

15. Ask questions

16. Believes that anything can be learned with the right attitude and effort

As teachers, we often need to reflect on our own teaching practices, evaluate and innovate our methods to meet current cultural, technological and pedagogical expectations. Today, the digital world is at the forefront of expectations, which requires a new kind of attitude so that technology is not present in the classroom for itself, but serves as a tool to achieve the learning goal.

We know the commonplace that technology has created an infinite number of learning opportunities, but we can only truly, successfully incorporate it into the pedagogical process if we also change our attitudes: a way of thinking that adapts as much to the traditional principles behind learning and teaching as you question them. Teaching is a dynamic process that is constantly evolving and expanding; that is why teachers and educators themselves are constantly learning.

It is a journey of lifelong learning: it involves developing an approach that allows us to adapt to a rapidly evolving educational environment.

How do you see it?

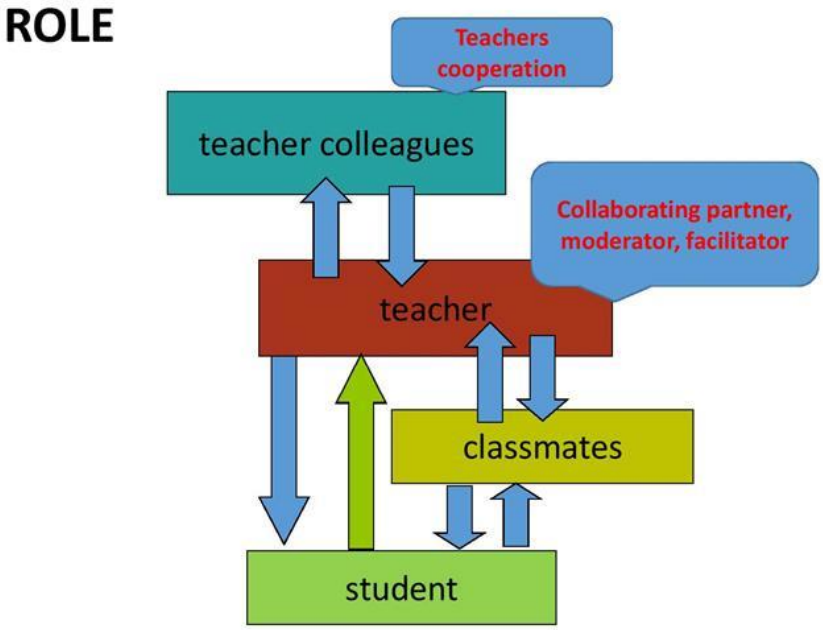
How do you view your own pedagogical personality in terms of developing life management competencies? Do you accept these statements? Are you arguing?

I accept	I'm arguing

Opportunities in the development of life skills management

Planning and conducting a successful pedagogical project requires a different role perception and action on the part of the educator. In the case of projects processing life management competencies, this is especially true, as we do not process traditional curriculum material, but focus on our own lives.

The process of joint creation, thinking, decision-making and opinion-making puts all actors in a different situation and interaction. The teacher's self-knowledge plays a significant role in taking on different roles.



The term facilitation covers the activity of helping a group through a process, problem, or change by encouraging all members of the group to participate actively. The facilitator is a person who does not intervene in content issues, only facilitates the decision-making or creative processes and he leads the discussion.

The facilitator recognizes the strengths and abilities of the individuals in the group and helps them to calmly share their hopes, concerns, and ideas with the group. It supports the group, adds self-confidence to share and try out new ideas, values diversity, and is sensitive to different needs and individual interests.

The moderator brings individual knowledge to the surface by asking questions to either a single person or members of a group. The moderator essentially generates a structured conversation within a group focusing on a particular topic. Knowledge sharing is created by answering questions. Moderated conversation usually (but not always) takes place in front of an audience, so it is also important for the moderator to know the level of knowledge and needs of the audience in order to ask relevant questions. Some questions or comments may also come from the audience. The moderator does not have to be an expert in the field, but must be sufficiently prepared on the topic to lead the conversation with appropriate questions. The moderator has a lot of influence on the direction in which he or she directs the conversation, who is invited to comment, how much space is left for different opinions. The moderator remains neutral on the topic, controls emotions and ensures that everyone has a say and appears.

Training is a complex procedure, set of methods, in the framework of which preparation with goal-oriented (on-demand) content and the acquisition of certain competencies takes place. The processed knowledge is applied in the practices modeling the everyday environment of the participants and during the feedback they gain confirmation and experiences about the development of their activity and personality. The training method synthesizes the elements of the "classical" education and training procedures and integrates them into the process according to the purpose. It primarily uses procedures that build on the activity of the participants, such as discussion, workshop. Participants apply the knowledge they have acquired in situations specific to their own activities. The factor of exploring and developing the personality of the training - continuously presenting the development - is based on the evaluation and analysis of the tasks (practices). The skills, competencies and abilities acquired during the training are the results of a development process, which is manifested in the application carried out with independent responsibility. The task of **the trainer** is to coordinate the group, to ensure the conditions for successful learning, to arouse interest, to build trust, to create and maintain an open, honest and good atmosphere.

EXERCISE 6

Arrange the actions for each role in the table, then articulate the similarities and differences between the traditional teacher role and the new roles.

communicates knowledge	handles resistance	makes energy levels efficient
encourages learning from each other	raises relevant questions	keeps tidy
focuses on a specific topic	qualifies performance	sets goals
controls the situation	handles conflicts	formulates expectations
displaces stagnant situations	puts his will at the service of the group	understands and feels the channels of communication
gives room for opinions	points of view collides	remains impartial
verify	directs work	gives self-confidence
generates interactions / collaboration	brings individual knowledge to the surface	contributes to the experience of motivating collaboration

teacher	facilitator	moderator

2. The reflective teacher

The key to the successful application of project pedagogy is the continuous development of the teacher. In this chapter, you will study reflectivity as an important tool for pedagogical awareness.

Study the text below!

Create an opinion about your own reflective practice!

"The development of pedagogical personality, practical skills and theoretical knowledge is the result of a continuous construction that takes place in the individual, one of the most effective tools of which is *reflective thinking.*

In the following, reflective teaching is understood as a thinking and practice that continuously and consciously analyzes the pedagogical activity, which ensures the continuous self-control of the teaching-educational activity and the development based on it.

There are basically **two directions** of reflectivity: the teacher's analysis of the events of the students, the group of students, and their own person, views and activities. In the course of pedagogical activity and thinking, educators apply in numerous situations:

• Teachers use the tool of reflection, when they can decide among themselves, in a collegial framework, which solution of problematic cases is the most expedient.

• During reflection, teachers consciously choose between different teaching theories, using methods that have been shown to be effective empirically.

• With the help of reflective thinking, they can develop techniques for experiencing and resolving new situations, so that they can put teaching as a whole and its complex environment in a new light and manage it more effectively.

• During the self-analysis exercise, the reflector consciously analyzes the experiences and occasionally reorganizes their meaning. Understanding a situation is often metaphorical, "like..." or, conversely, it takes place in a "not like..." type of process, in which the individual reinterprets, rebuilds his or her existing experience in order to help solve the situation.

The context of reflection deserves special attention, i.e. what reference points appear in the consideration. Supporting and helping reflection also means that the teacher hears the "voice" of others in addition to his or her own "inner voice" during the evaluation analysis, but this requires the creation of accepting conversational situations. "[2]

[2] Szivák Judit: A reflektív gondolkodás fejlesztése, Gondolat Kiadó, Budapest 2003. (http://tehetseg.hu/sites/default/files/04_kotet_net.pdf)
A reflektivitás stratégiai modellje forrása Szivák Judit: Refelktív elméletek, reflektív gyakorlatok, ELTE 2014.

You and your fellow educators have implemented a project in your class. You want to gather information about your own work so you can analyze and evaluate it.

EXERCISE 7

Formulate 3-5 questions to ask your students and colleagues in a questionnaire.

Student questionnaire	Teachers' questionnaire

Use the questions below to test your knowledge!

1. What do we mean by reflective teaching?

2. What can reflection be aimed at?

3. What is the purpose of reflection?

4. Who / what can help with reflection?

5. Mention some ways of reflection from everyday practice.

3. Professional pedagogical communication

Professional communication makes pedagogical interventions, the organization of learning processes and the establishment of appropriate relationships with students more effective.

Communication is the basis of all human relationships, so it is also one of the most important elements of the pedagogical toolbox. Professional teacher communication is especially important in connection with situations and topics that are processed in the student modules of the SUPREM project, as they also affect the deeper layers of the personality. The most important skills of the profession (expertise) are empathy, acceptance and credibility.

Use the following text to review the basic skills of professional teacher communication!

” The essence of empathic behavior is to understand the other person’s feelings and provide the most accurate feedback possible. Thus, one characteristic of empathy is identification with, while the other is feedback (verbalization). The latter means that we not only passively listen to the other, but also understand how you feel, how you think, and what your feelings and thoughts mean to yourself. In this understanding, information (verbal and non-verbal) information is organized, structured, “processed” and signaled back.

Unconditional acceptance in its entirety is very rarely enforced. We have to accept that there are natural limits to a positive attitude towards others: there may be people with whom we cannot be sympathetic, whose thoughts are very difficult for us to receive without negative judgment. These limits are the limitations of our own ability to accept. From the point of view of pedagogical work, we must emphasize that the expression of positive emotional turnaround is mostly done through non-verbal channels of communication. The change of gaze, tone, tone of voice, gestures, posture are all significant in the expression of acceptance.

According to Barrett, credibility is a harmonious relationship between experience, awareness, and their communication, an aspect of communication behavior. Educators are often characterized by incongruent, template-like, alien behavior, precisely because of the lack of such awareness. Awareness-raising increases credible behavior, the fact that a person does not behave in a defensive-protective manner, but is free to decide what to communicate and what not, there are no pre-planned steps. Congruence articulates requirements that deeply affect a teacher’s personality because it means self-identity in which self-acceptance, certainty in one’s own worth, and one’s own experience are expressed.”[3]

[3] http://okt.ektf.hu/data/szlahorek/file/kezek/04_jasz/521a_professzionlis_kommunikci_jellemzi.html

EXERCISE 8

Think about the communication situations you have solved, then choose one that you have successfully solved! Reflect on it in terms of professional teacher communication!

A brief description of the situation	Reflection (Why was the solution I chose successful? What was I strong about? How did I assess the situation? What decision did I make? Etc.)

Transaction analysis as a pedagogical tool

The transaction analysis (TA) is named after American psychiatrist Eric Berne. His book *Human Games*[4] was intended for the profession, yet it was a great success among the lay audience. Based on Berne's theory, the book examines and analyzes social contact, so it is also worth the attention of educators in terms of conscious communication. We do not examine the psychological context in more depth, only its communication aspect.

Berne's theory sees transactions as the fundamental unit of social contact through which communication is established between two people. When two people are talking, different self-states are present where messages are communicated to each other openly and covertly.

Each self-state describes interrelated behaviors, feelings, and thoughts as a part of the personality which manifests itself at a given time. Based on these, it establishes parental, adult, and child self-states within which additional self-states can be identified. Every part of the self has a positive and a negative projection. Self-states are modes of operation between which a person can switch from moment to moment,

We speak of an adult self-state if we react objectively and objectively to what has happened here and now. The adult functional model is not divided into several parts.

Parental self-state is when we behave in a given situation the way we learned from a parent figure in our childhood. The parental self-state can be divided into two parts.

• Regulatory parent: determines what is right and wrong, what can be done and what cannot. Positive behaviors in this self-state are aimed at protecting the other person (e.g., "Go to the doctor!"), While negative behaviors force behavior without the other person's consideration (e.g., "Inability to work with yourself!")

[4] Eric Berne: Emberi játszmák, Gondolat kiadó, Bp. 1984.

• Caring Parent: A set of protective, fearful, helpful behaviors and feelings, but while caring, let the other person walk the path of their own experience. Positive behavior in this self-state when help is focused on the other person's sincere support (e.g., "I see you're tired, I'm happy to bring a coffee if you want!"), And negative is when the focus is on the helper (e.g., " I can't watch anymore, how tired you are! ").

We can talk about a childish self-state when a person returns to the behaviors and ways of thinking that characterized his childish self. The childish state can also be divided into three parts: adaptive, rebellious, or free.

The self-state model is used to understand different states of personality. If we analyze the behavior and emotions expressed in different situations, we perform a structural analysis, as a result of which we can gain insight into how the personality functions.

Using a common example, we analyze the roles inherent in a transaction!

Trader: "It's better here, but you can hardly afford it yourself! "

(adult self-state - communicates two objective facts: it is better, but too expensive)

Housewife: "But I will buy it! "

(child's self-state - the rebellious child whistles about the consequences, just wants to show it)

EXERCISE 9

As an educator, we have countless opportunities to communicate from a role appropriate to our intentions in a given situation (transaction). The following student sentences are uttered in school. Formulate answers from all three self-states and then analyze the possible effects of the three answers.

Student sentences	Teacher reactions / self-states
Good for those who always get what they want!	Adult
	Parent
	Child
Look teacher, I managed to solve the task!	Adult
	Parent
	Child
Why do we have to line up in the hallway when we could be in class?	Adult
	Parent
	Child

THEMATIC UNIT 3

METHODOLOGICAL GUIDE

1.Glossary

- **project pedagogy**
- **activity-based pedagogies**
- **differentiation**
- **cooperative techniques**

We can talk about cooperative learning if four principles prevail in group work: constructive interdependence, individual responsibility, equal participation and the principle of parallel interactions.

- We talk about constructive interdependence when the development of individuals or individual groups is positively related to each other; if the development of one student requires the development of another student, if the success of one group depends on the success of another group.

- Individual responsibility contributes greatly to the success of cooperative learning methods.

In task situations that create strong interdependence, everyone is responsible for their own work and at the same time for the performance of the whole group. A group goal can only be created by the optimal performance of individual performances.

- Participation is an important condition for learning success. Equal participation does not happen by itself, as it is commonly assumed in traditional frontal or voluntary group work.

- In cooperative learning, interactions take place simultaneously between students. In the so-called "single-threaded, traditional methods" lesson, most of the time only one person speaks at a time. Cooperative learning techniques ensure that members of a couple or group have the same opportunity to communicate when needed.

The cooperative teaching method is based on the activities of students (4-6 people) in small groups. The members of the group divide the tasks among themselves; everyone is responsible for their own work, working together if necessary, helping each other. In connection with group work, we set the norm from the beginning that it is the task and responsibility of each member of the group to get everyone to complete the task, to learn the current knowledge. That is, the performance of the group depends on the work of all students, so it is also the responsibility of the group members to check that all members of the group have managed to cope with the task. This will be natural for some children right away, others will take longer to accept and exercise this responsibility.

Groups of 2-4-6 people are mixed (heterogeneous) groups in terms of students 'abilities. This makes the weaker be able not to be left behind, and the better able - who also learn "taught" - to have a deeper and more lasting knowledge in the given subject. This is because knowledge acquired from each other and passed on to each other remains in the memory deeper and is more lasting, as if it had been created within a frontal organizational framework.

This mode of learning better develops the skills of problem formulation, problem solving, analysis, research. These abilities initiate and develop creative processes, as opposed to the reproductive nature of memorization and recall. Because in cooperative work, students need to rebuild the material, compare their views, and understand what they have learned much more deeply.

In addition to the development of knowledge and intellectual skills, the following topics are of paramount importance in the development of social skills and cooperation skills.

- collaborative learning
- gaming

- drama pedagogy
- virtual classroom
- use of mobile devices in learning
- pedagogical roles in the learning process
- reflectivity in pedagogy
- professional teacher communication
- transaction analysis
- group dynamics

2. Recommendations from the international literature

- project pedagogy
- activity-based pedagogies
- differentiation
- cooperative techniques
- collaborative learning
- gaming
- drama pedagogy
- virtual classroom
- use of mobile devices in learning

- pedagogical roles in the learning process
- reflectivity in pedagogy
- professional teacher communication
- transaction analysis
- group dynamics

Solution

Exercise 6

teacher: communicates knowledge, asks for accountability, keeps order, manages work, rates performance, sets goals, formulates expectations

moderator: brings individual knowledge to the surface. asks relevant questions, focuses on a given topic, handles resistance, gives space to opinions, directs, controls the situation with his influence, understands and feels the communication channels

facilitator: makes energy levels effective, generates interactions / collaborations, collides perspectives, encourages learning from each other, gives self-confidence, contributes to the experience of motivating collaboration, puts the will at the service of the group, keeps focus, moves stuck situations, manages conflicts, stays impartial

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SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS

INTELLECTUAL OUTPUT 2

MADE WITHIN
THE FRAMEWORK OF
2019-1-HU01-KA201-061091
PROJECT

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