EUROPEAN TRAINING COURSE
COMENIUS Az. 2.2 SOCRATES Project
IT-2012-912-008

"STRATEGIES TO ENCOURAGE TRAINING SUCCESS"
"Strategie per favorire il Successo Formativo "

Lifelong Learning Programme

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I.S.P.E.F di Roma

Via Domenico Comparetti, n. 55A – Roma (Italia)

ISPEF

Istituto di Scienze
Psicologiche
dell'Educazione
e della Formazione

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EUROPEAN TRAINING COURSE
COMENIUS Az. 2.2 Progetto SOCRATES
IT-2012-912-008
"STRATEGIES to ENCOURAGE TRAINING SUCCESS "

SUMMARY

1. The EDUCATIONAL MODEL to PROMOTE the TRAINING SUCCESS

   A. The activities to achieve educational success

   B. Success Training and Education System

   C. The areas and the characteristics of the school system to Training Success

2. ANALYSIS of CASES

    * Teachers Teaching
    * Students Learning

3.   EXECUTIVES MANAGEMENT

4.   SOCIAL CONTEXT

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The EDUCATIONAL MODEL to PROMOTE the TRAINING SUCCESS

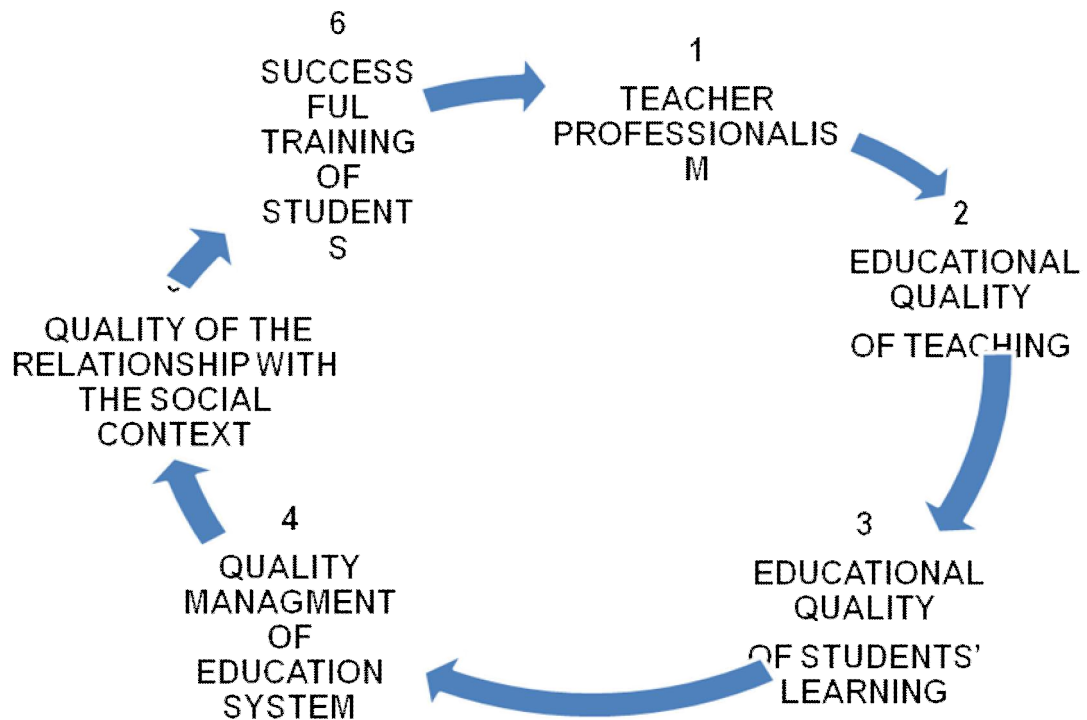### A. THE ACTIVITIES TO ACHIEVE EDUCATIONAL SUCCESS

To obtain Training Success is necessary to realize and structuring educational-didactical activities in the following way:

INITIAL PHASE	IMPLEMENTATION PHASE	FINAL PHASE
1. Analyze the situation and the available resources	1. Organization and implementation of the action plan to obtain training success.	1. Monitoring of the training development carried out in School System.
2. Planning the development of the implementation phase	2. Choices and implementations of operational solutions for achieve the design objectives	2. Evaluation of the training development of carried out in Educational Contest.
3. Prepare the necessary materials for the implementation Phase	3. Selection and use of resources necessary to stimulate the training success.	3. Modification of the project for the improvement of didactical process and Results to achieve.

The **Training Success is characterized by the realization of the cycle processes:**
1 - Teacher Professionalism
2 - Quality of Training in Teaching of Teachers,
3 - Quality of Training in Learning of Students,
4 - Managerial Quality of School System,
5 - Quality of relationship with the Social Context,
6 – Students' Training Success.

The cycle is formed by a continuous process, without a beginning and an end, in which any activity influence the following one.

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SUCCESS
FUL
TRAINING
OF
STUDENT
S

1
TEACHER
PROFESSIONALIS
M

2
EDUCATIONAL
QUALITY
OF TEACHING

QUALITY OF THE
RELATIONSHIP WITH
THE SOCIAL
CONTEXT

3
EDUCATIONAL
QUALITY
OF STUDENTS'
LEARNING

4
QUALITY
MANAGMENT
OF
EDUCATION
SYSTEM

B. SUCCESS TRAINING AND EDUCATION SYSTEM

To understand how promote training success, you must consider the fact that the school system is formed by the following 4 aspects, in dynamic interaction with each other:

- Social Context
- Teacher Teaching
- Students learning
- Executives Management.

The interrelationships between the various aspects are illustrated in the following diagram:

SOCIAL CONTEXT

TEACHER
TEACHING

STUDENTS
LEARNING

EXECUTIVES
MANAGEMENT

EDUCATIONAL CONTEXT
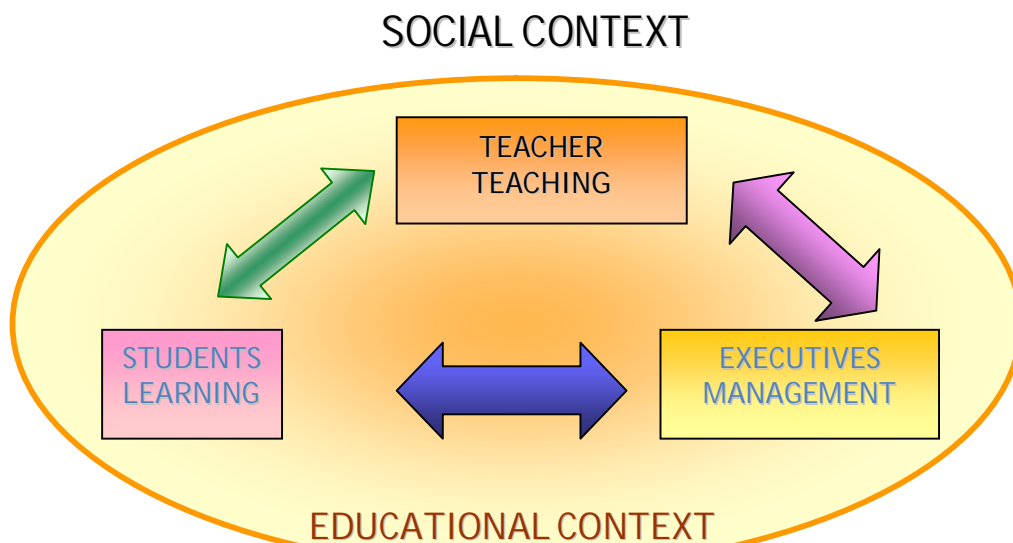
THE EDUCATIONAL CONTEXT CONTAINS 3 ASPECTS :

TEACHING/LEARNING/MANAGEMENT OF SCHOLASTIC SYSTEM.

PEDAGOGICAL MODEL OF TRAINING SUCCESS
C. AREAS and FEATURES of the SCHOOL SYSTEM for a SUCCESSFUL TRAINING

*TEACHER TEACHING
AREA

The main features to facilitate training success are:

1. *cooperative or collaboration learning* with external actors from the school;

2. the development of teaching skills, acquired through crossed-transverse routes;

3. *research-action* as the main methodology of training;

4. learning of knowledge based on living context and on *problem solving* strategies;

5. flexibility of teaching actions also characterized by *learning by doing* and *work based learning*;

6. the acquisition of skills in the design of educational tours and formative assessment;

7. the promotion of the motivations and expectations of teachers and students.

*STUDENTS LEARNING
AREA

The main features to facilitate training success are:

1. Didactical- Operative Aspect		**know-how**
2. Logic-Cognitive Aspect	⟶	**be able to know**
3. Psycho-Emotional Aspect	⟶	**know how to be**
4. Socio-Relational Aspect	⟶	**be able to comunicate**

3. EXECUTIVES MANAGEMENT
AREA

The main features to facilitate the training success are:

1. the satisfaction of students, teachers, Management and Families;

2. the construction and analysis of quality of Training Services;

3. Monitoring and activities of redesign and improvement of educational results of students;

4. the promotion and evaluation of quality of school system;

5. Monitoring and improvement of facilities and activities in school context.

4. SOCIAL CONTEXT
AREA

The main features to facilitate training success are:

1. design involving the institutional, cultural and economic context of the Social Context;

2. the needs and expectations of the Educating Community and the Social Context;

3. the training intervention of the School System into a logic system and quality of the Social Context;

4. communication and participation of educational institution in the activities of Social Context;

5. collaboration and educational continuity between educational institutions of Social Context.

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TEAM WORK - CASE ANALYSIS

For TEACHERS TEACHING

A)   *PROFESSIONALISM   TEACHER,   THE   MOTIVATION   TO   TEACH*

In a school a teacher shows difficulty in developing his lessons in class and he cannot find support either in the direction or in colleagues. This condition of solitude led him to be less and less willing to cooperate with the institution and involved in the activities of the students.

Analyzed the case, highlighting the terms of the problem, its causes linked to the organization and students' learning and highlight some possible case solutions.

B)   *TEACHING AND RESEARCH METHODOLOGY*

In a school class the majority of teachers teach in a traditional way, declaring to obtain good results. One of the teachers, however, get the students used to research, problem solving, autonomous choice in social comparison. This, cause interest in the students, and produces trouble and misunderstanding in colleagues and often complaints from the families, because they would like their children spent more time studying and less time arguing each other and play.

Analyzed the case, highlighting the terms of the problem, its causes linked to the organization and students' learning and highlight some possible case solutions.

C)   *CURRICULAR FLEXIBILITY*

In a school, students shows impatient for the development of traditional academic programs, with disciplines develop in the timeline without any logical connection. Teachers complain about the lack of attention of students in the classes and of them poor performance.

Analyzed the case, highlighting the terms of the problem, its causes linked to the organization and students' learning and highlight some possible case solutions.

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CASE ANALYSIS for TEACHERS TEACHING
A. PROFESSIONALISM TEACHER, the MOTIVATION to TEACH

TEACHER   LUMINITA ELENA CALOTA   NATIONALITY   ROMANIAN
STUDENTS AGE: from 14 to 18

ANALYSIS

1. The attention of students is low   x
2. There is a lack of communication with students to improve the learning   x
3. There is a lowly participation of students' parents   x

CAUSES

1. The work doesn't correspond to the remuneration   x
2. The methodology applied doesn't produce the interaction with students

SOLUTION proposal by Team

1. Collaborative learning   x
2. Problem solving
3. Action research as the main methodology of training   x
4. Construction and application of initial questionnaire   x
5. Exhibition of the documentation produced   x

N.B. The symbol "x" means that the student shares the analysis/cause/solution

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CASE ANALYSIS for TEACHERS TEACHING
B. *TEACHING and RESEARCH METHODOLOGY*

TEACHER   LUMINITA ELENA CALOTA   NATIONALITY   ROMANIAN
STUDENTS AGE: from 14 to 18

ANALYSIS

1. The students not interested in lessons.
2. There are not successful.
3. The students prefer to leave school at an early

CAUSES

1. The curriculum is not suitable for students
2. They don't have enough motivation
3. The parents' attitudes have turned to different interests of the school
4. Crowded classes
5. The parents don't pay enough attention to their children
6. Difference in school conditions

SOLUTION proposal by Team

6. Use of TIC
7. Learning by doing
8. Peer education
9. Self-assessment

N.B. The symbol "x" means that the student shares the analysis/cause/solution

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CASE ANALYSIS for TEACHERS TEACHING
C. CURRICULAR FLEXIBILITY
HOMEWORK

TEACHER_____ SCHOOL SUBJECT_____

ANALYSIS

_____

_____

CAUSES_____

_____

_____

SOLUTION_____

_____

_____

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TEAM WORK - CASE ANALYSIS
FOR STUDENTS' LEARNING

A) LANGUAGES AND MODELS OF COMMUNICATION

In a classroom teachers have implemented a transformation of teaching based on the use of new communication technologies and the mass media. The results achieved, after an initial positive phase, stood on those of other classes with traditional teaching.
Analyzed the case, highlighting the terms of the problem, its causes linked to the organization and students' learning and highlight some possible case solutions.

B) DIFFICULTIES IN LEARNING

In a class more than half of the students have difficulty to understand the content of the lessons and to apply to study at home.
Teachers find the cause in the habit to lack of applications and distractions outside the school.
The parents show powerless to intervene and accuse the teachers to show careless for students with difficulty.
Analyzed the case, highlighting the terms of the problem, its causes linked to the organization and students' learning and highlight some possible case solutions.

C) KNOWLEDGE OF HIMSELF

In a class some students disrupt all the time and do everything they can to show off so as to offer a negative image. Repeatedly taken up and punished, continue to develop actions contrary to the performance of the regular classes.
The attitude of teachers towards them is closed one.
Analyzed the case, highlighting the terms of the problem, its causes linked to the organization and students' learning and highlight some possible case solutions.

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CASE ANALYSIS for STUDENTS' LEARNING
A. LANGUAGES and MODELS of COMMUNICATION

TEACHER   LUMINITA ELENA CALOTA   NATIONALITY ROMENA

ANALYSIS
1. They don't understand the basic notions on the lesson
2. Differences between ages of teacher and students

CAUSES
1. The information are on a too high level according to their possibilities of learning
2. Reduced time for communication with parents' and family' students

SOLUTION
1. Language according the students' age
2. Knowing the needs of the students
3. Active feedback during the lesson
4. Flexibility of curriculum

SOLUTION proposal by Team
1. Peer to peer communication
   -selection of the students who have learned the lesson (leader)
   -for each leader create a peer group
   - in each group the leader explains to other members the concepts learned (peer to peer)
   - for each group a student (different than the leader) exposes to the class and the teacher what he understood by the explanation of the leader of his team
   - after, the teacher explains to all students the concepts that aren't clear yet, then the class proceed with peer to peer methodology as above ,until everything will be clear
   - the final result is a common language
2. simplification by the teacher of the concepts presented in the textbook

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CASE ANALYSIS for STUDENTS' LEARNING
B. DIFFICULTIES IN LEARNING

TEACHER   LUMINITA ELENA CALOTA   NATIONALITY   ROMENA

ANALYSIS

1. The student don't study individual and continue

2. They are not interested in lessons

3. They don't have attention in class

CAUSES

1. Low motivation

2. Too many information for short time

SOLUTION

1. Students implication in theirs formation and in teaching and evaluation

2. Ritmicity of evaluation and feedback

3. Students' work on groups with interactive methods.

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CASE ANALYSIS for STUDENTS' LEARNING
C. KNOWLEDGE OF HIMSELF

TEACHER   LUMINITA ELENA CALOTA   NATIONALITY   ROMENA

ANALYSIS

1. Is not possible for students to have knowledge to their self

CAUSES

1. Students don't are responsible for their (forward) learn

SOLUTION

1. Teacher must have any initial information in a test or questionnaire

SOLUTION proposal by Team
Ask students to

1. Knowledge on Web sites referenced
2. Read books
3. Listen to radio or TV cultural