



**Istituto di Scienze Psicologiche di Educazione e di Formazione**

Istituto di Formazione, Ricerca e Qualità

Sede legale: Via Domenico Comparetti 55/a – 00137 ROMA (ITALIA)

tel./ fax 0339.6 8275589 - e-mail: info@ispef.it www.ispef.it



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

**“STRATEGIES TO ENCOURAGE  
TRAINING SUCCESS”**

**“Strategie per favorire il Successo Formativo”**



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**I.S.P.E.F di Roma**

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



Title **PHYSICAL EDUCATION** Name and Surname **COSTANTIN VRANCEANU**

School **GENERAL SCHOOL N. 1 PIATRA NEAMT**

Nationality **ROMANIAN**



**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**

**European Training Course IT-2012-912-008**

**COMENIUS/GRUNDTVIG 2012/2013**

**“Strategies to encourage training success”**

**“Strategie per favorire il successo formativo”**

**The EDUCATIONAL MODEL  
to PROMOTE the TRAINING SUCCESS**

**A. THE ACTIVITIES TO ACHIEVE EDUCATIONAL SUCCESS**

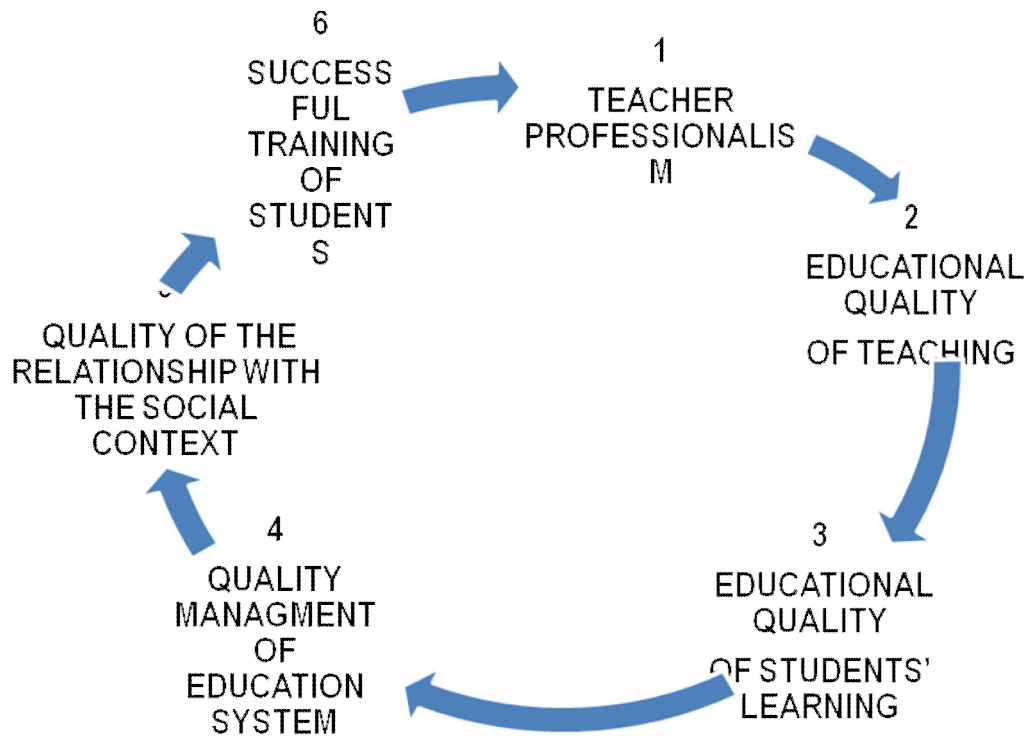
To obtain Training Success is necessary to realize and structuring educational-didactical activities in the following way:

<b>INITIAL PHASE</b>	<b>IMPLEMENTATION PHASE</b>	<b>FINAL PHASE</b>
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.

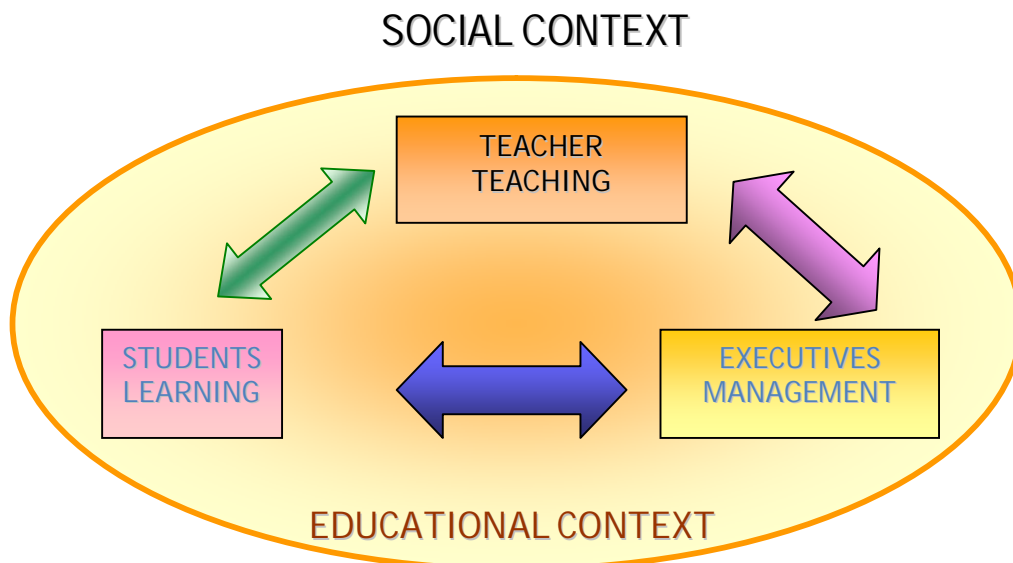


**B. SUCCESS TRAINING AND EDUCATION SYSTEM**

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:





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 |        | <b>know-how</b>               |
| 2. Logic-Cognitive Aspect       | —————> | <b>be able to know</b>        |
| 3. Psycho-Emotional Aspect      | —————> | <b>know how to be</b>         |
| 4. Socio-Relational Aspect      | —————> | <b>be able to communicate</b> |

#### 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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### “Strategies to encourage training success”

### **CASE ANALYSIS for TEACHERS TEACHING**

### **A. PROFESSIONALISM TEACHER, the MOTIVATION to TEACH**

TEACHER            **COSTANTIN VRANCEANU**            NATIONALITY            **ROMENA**  
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 | x |

#### SOLUTIONS 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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## “Strategies to encourage training success”

### **CASE ANALYSIS for TEACHERS TEACHING**

### **B. TEACHING and RESEARCH METHODOLOGY**

TEACHER

**COSTANTIN VRANCEANU**

NATIONALITY

**ROMENA**

STUDENTS AGE: from 14 to 18

#### **ANALYSIS**

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

#### **CAUSES**

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

#### **SOLUTION** proposal by Team

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

**N.B. The symbol “x” means that the student shares the analysis/cause/solution**





**“Strategies to encourage training success”**  
**CASE ANALYSIS for TEACHERS TEACHING**  
**C. CURRICULAR FLEXIBILITY**  
**HOMEWORK**

TEACHER \_\_\_\_\_ SCHOOL SUBJECT \_\_\_\_\_

**ANALYSIS**

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**CAUSES**

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**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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## “Strategies to encourage training success”

### **CASE ANALYSIS for STUDENTS' LEARNING**

#### **A. LANGUAGES and MODELS of COMMUNICATION**

TEACHER

COSTANTIN VRANCEANU

NATIONALITY

ROMENA

#### **ANALYSIS**

1. Students don't understand the basic notions.
2. The information that they receive are on a too high level, according to their possibilities of learning.

#### **CAUSES**

1. Difference between ages,
2. Reduced time for communication with parents and family.

#### **SOLUTION**

1. Interactive methods
2. Students' implication in the methods of teaching/evaluation
3. Knowing the needs of the students, language (notion) according to their age

#### **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

COSTANTIN VRANCEANU

NATIONALITY

ROMENA

#### **ANALYSIS**

1. The student don't study in individual
2. They are not interest in lessons

#### **CAUSES**

1. Low motivation
2. Too heavy information for short time

#### **SOLUTION**

1. Students' implication in their formation and in teaching in education
2. Ritmicity of evaluation and feed lack
3. The students must work in group with interaction methods

#### **SOLUTION** proposal by Team

1. Start to real object
2. Conscious use of ICT





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## “Strategies to encourage training success”

### **CASE ANALYSIS for STUDENTS' LEARNING** **C. KNOWLEDGE OF HIMSELF**

TEACHER

COSTANTIN VRANCEANU

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

