



Istituto di Scienze
Psicologiche
dell'Educazione
e della Formazione

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



Ente di Formazione accreditato dal Ministero Istruzione, Università e Ricerca d'Italia per la formazione del personale Scuola D.M. 177/2000

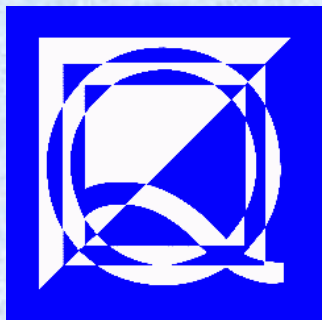
Advanced Training Course

Strategies to Encourage Training Success

Trainer

Prof.ssa DOMENICA DI SORBO

Roma, 6-10 Maggio 2013



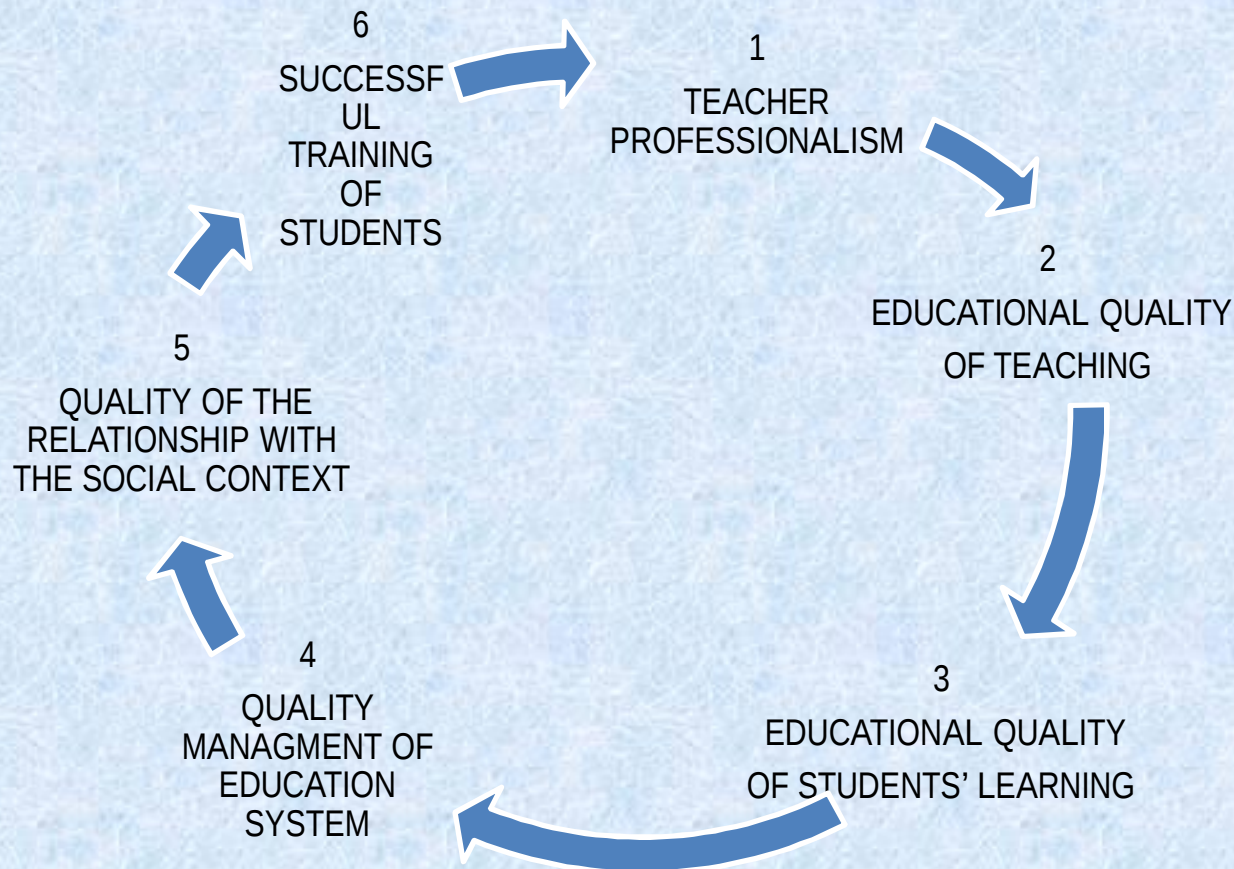
**I.S.P.E.F.
QUALITY**



Lifelong
Learning
Programme

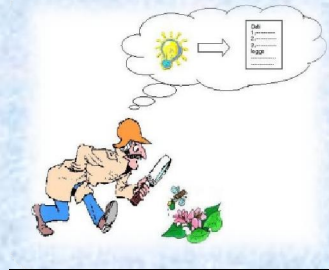


CYCLE of the TRAINING



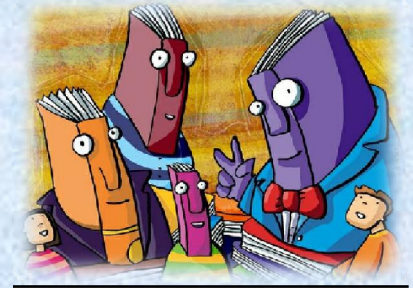
TEACHING as INDIVIDUAL RESPONSABILITY

- ORGANIZATIONAL dimension
- METODOLOGICAL dimension
- RELATIONAL dimension

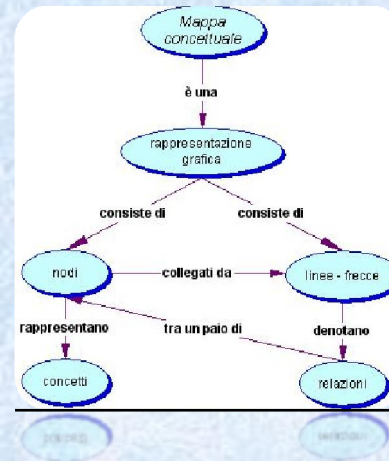


TEACHING as COOPERATIVE WORK

▪ EDUCATIONAL dimension



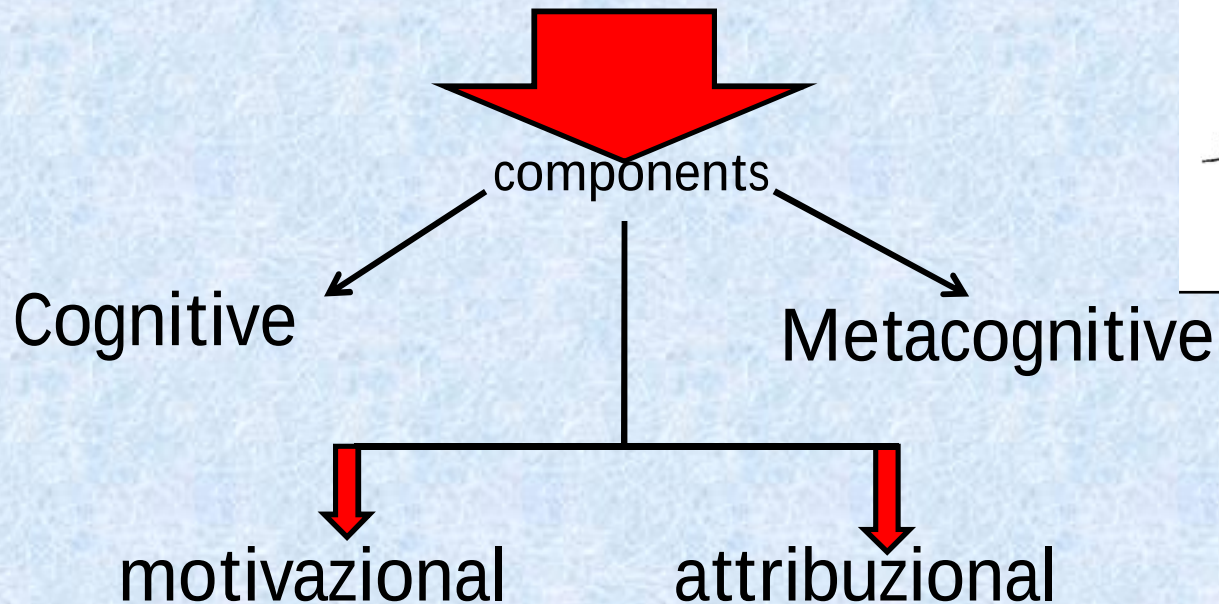
▪ PLANNING dimension



▪ OPERATIONAL dimension



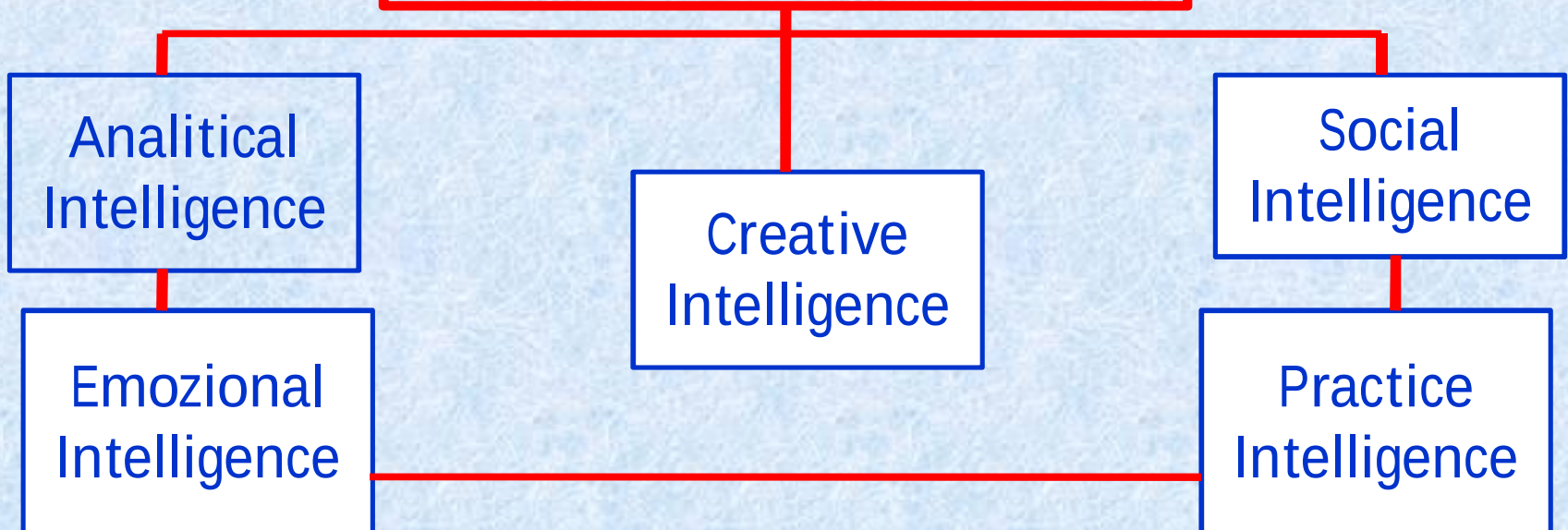
TEACHING to LEARN how to LEARN to LEARN



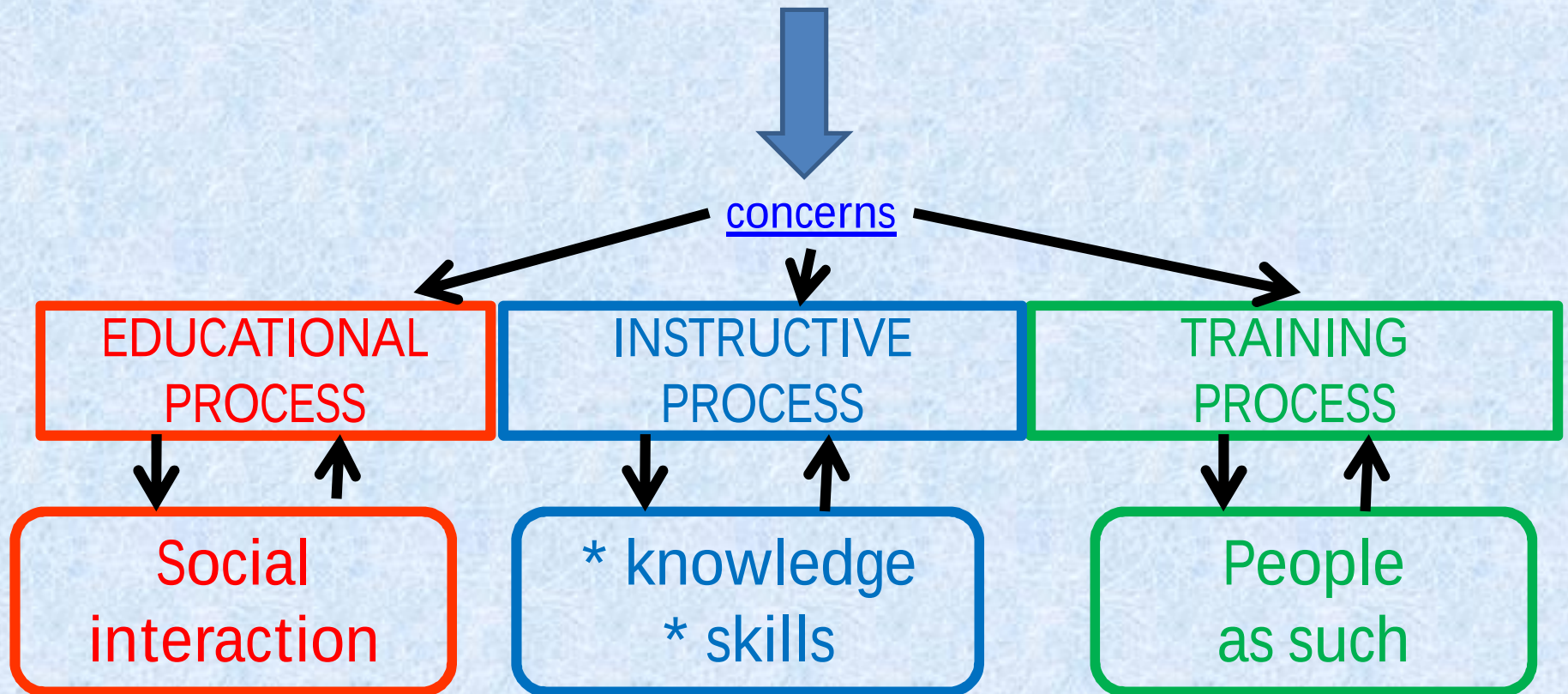


Intelligences ductile

METACOGNITION



LEARNING PROCESS



LEARNING PROCESS

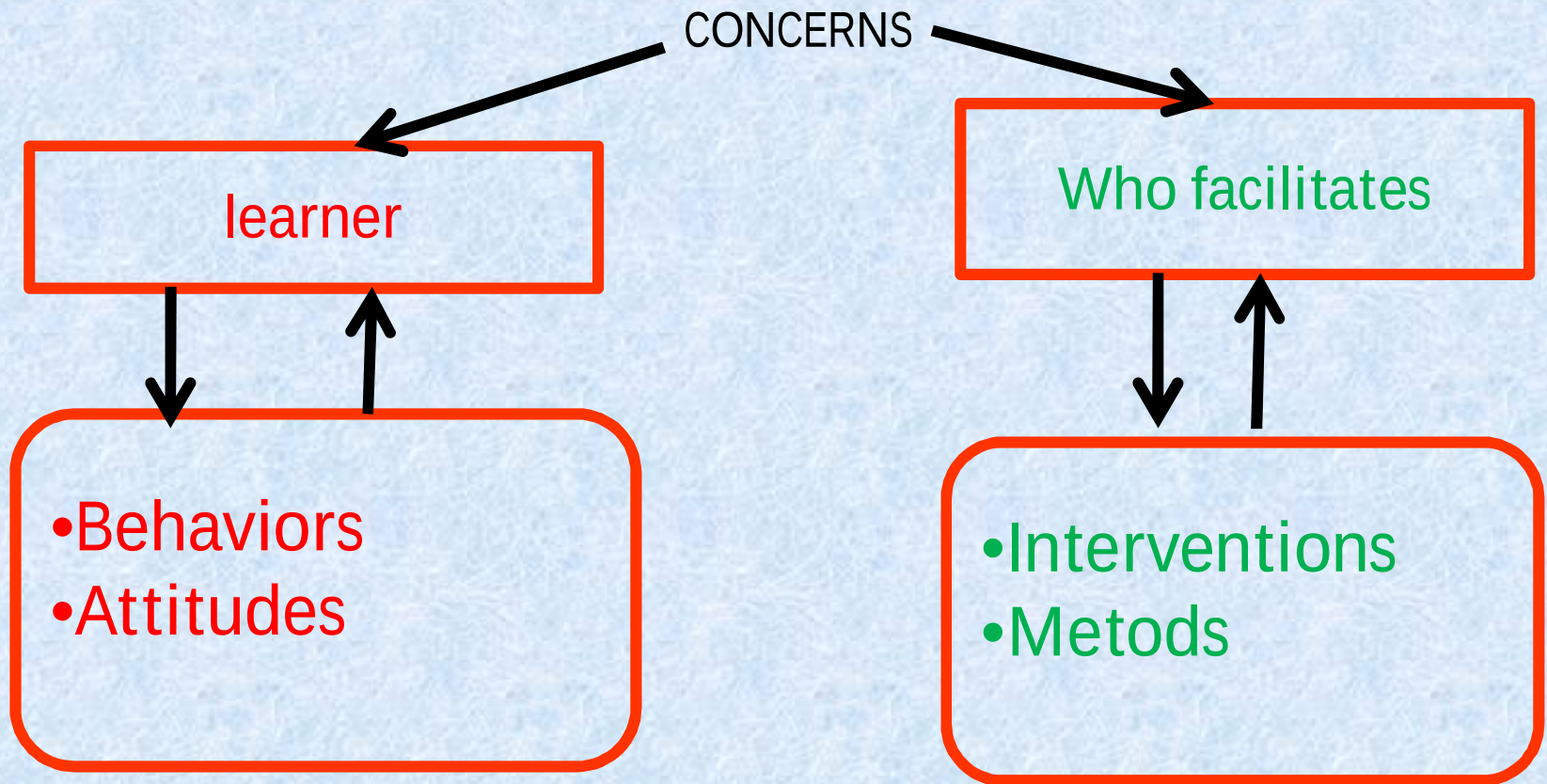
TYPES OF LEARNING

EDUCATIONAL INSTRUCTIVE FORMATIVE

Commitment of educational institutions
with the Law on the Autonomy
to guarantee to each student his personal training success

(articolo 1 del DPR 275/99)

LEARNING PROCESS



FACTORS that INCREASE the EFFECTIVENESS of TEACHING

- TEACHING SKILLS
- PROFESSIONAL CHARACTERISTICS
- CLASSROOM CLIMATE



FACTORS that INCREASE the EFFECTIVENESS of TEACHING

• TEACHING SKILLS LEARNING

- Expectations students
- Planning
- Methods and strategies
- Management rules
- Time management
- Relationship management
- Evaluation



FACTORS that INCREASE the EFFECTIVENESS of TEACHING

▪ PROFESSIONAL CHARACTERISTICS



- Professionalism
- Intellettual capacity
- Ability to program
- Ability to coaching
- Ability to report

FACTORS that INCREASE the EFFECTIVENESS of TEACHING

SUCCESSFUL TRAINING

The effectiveness of teaching is to be found in the attitudes of

- **CONSCIOUSNESS**
- **ANALYSIS**
- **PROJECT**
- **LABORATORIALITY**



These factors facilitate the achievement of
stable and significant learning
Then **QUALITY**

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EFFECTIVE TEACHERS KNOW

- Involve
- Create a climate interactive with and between students
- Schedule time clearly
- Customize it appropriately proposing appropriate challenges for each student
- Use variety of methods / laboratory activities
- Use appropriate techniques to assess the skills
- Listen to and enhance each student

In short, to be
COACH !

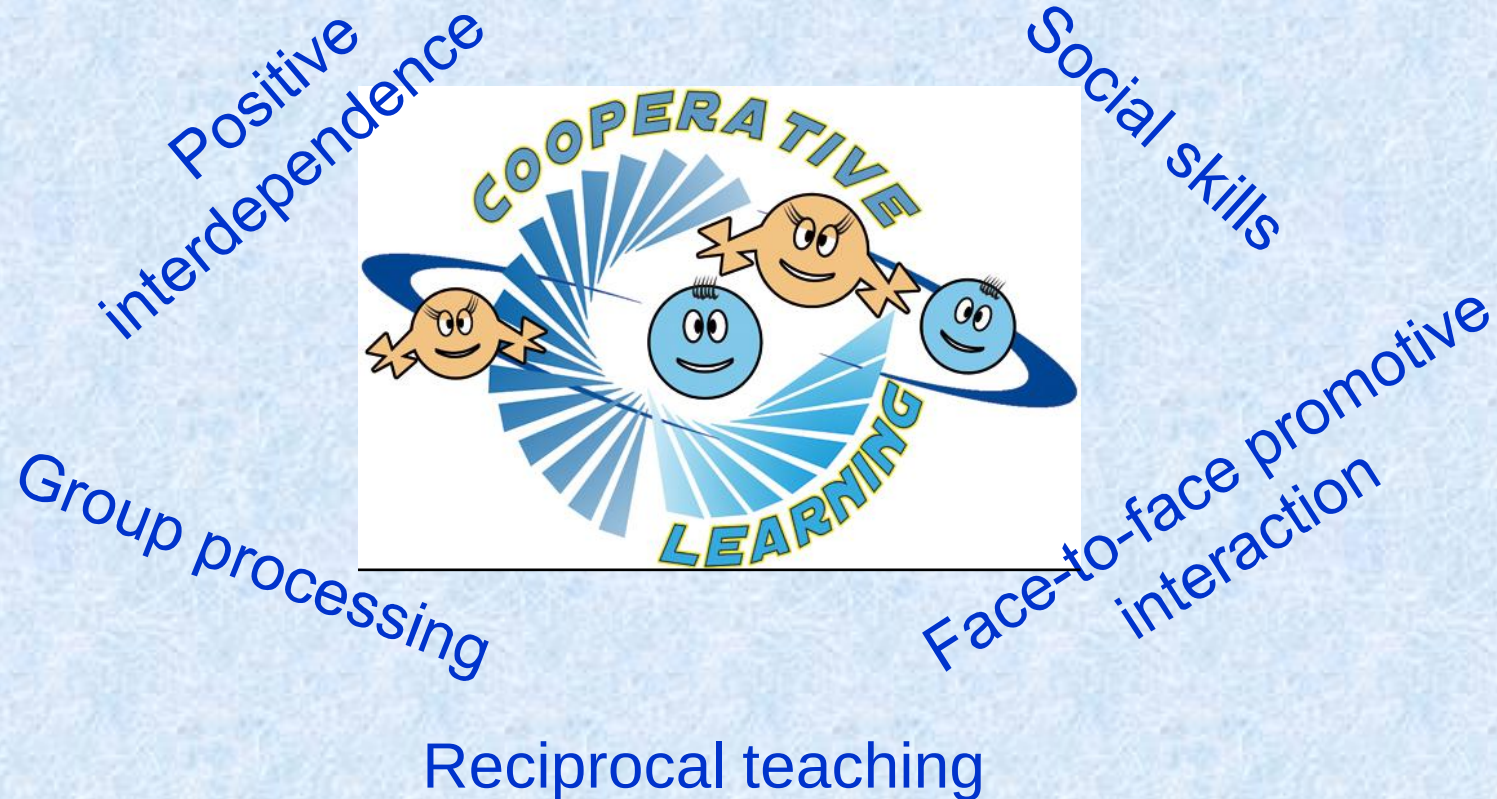


EFFECTIVE COMMUNICATION

- Autentic
- Personal
- Partecipatory
- Encouraging
- Clear



COOPERATIVE LEARNING



COOPERATIVE TEACHING

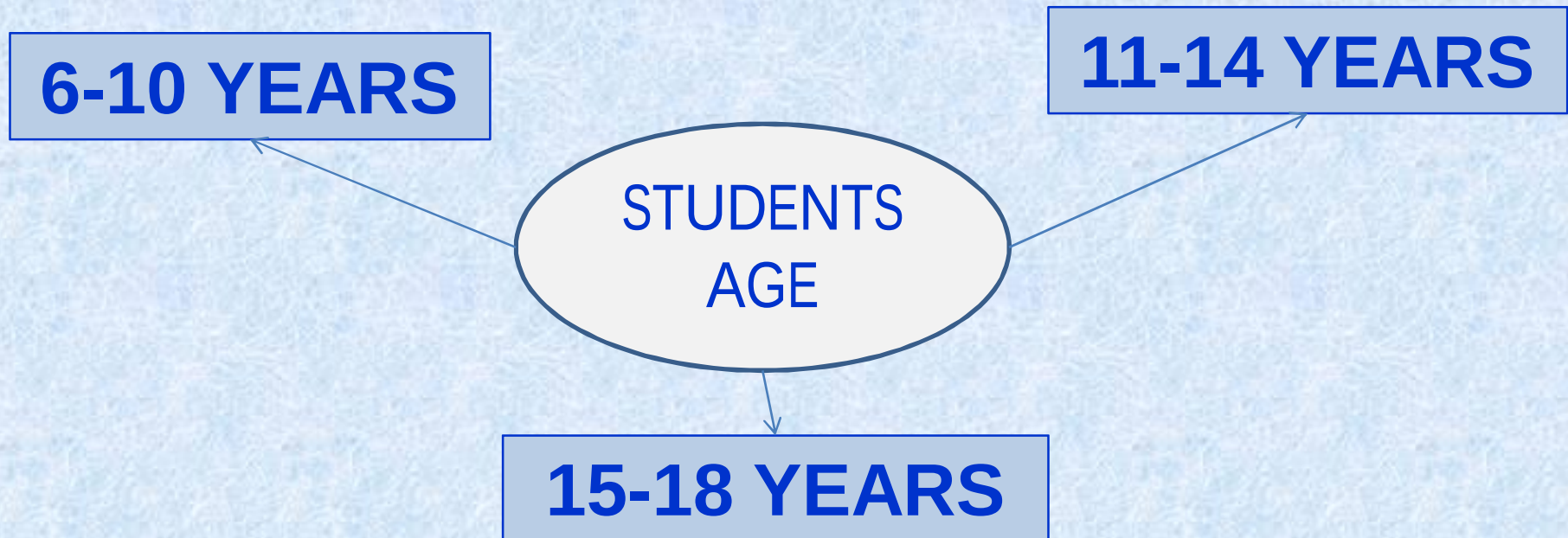
- Student must fully participate and put forth effort within their group
- Each group member has a task/role/responsability therefore must believe that they are responsible for their learning
- Members promote each other's success
- Each student must demonstrate mastery of content being studied

WHY USE COOPERATIVE TEACHING/LEARNING

- students get better results: store it for longer, increase motivation and development of higher level of reasoning
- More positive relationship among students: team spirit, friendship, acceptance of diversity
- Greater psychological well-being: self-sufficiency, self-esteem
- Development of social skills, great ability to deal with difficulties

CASE ANALISYS

HOW “TRASFORM” KNOWLEDGE IN SKILLS,
SO THAT STUDENTS FEEL INVOLVED



THIS MODEL

Strategies to support the Educational Success

in the XXI century is realized in the school educational institutions, called

CERS

Educational Center for research and experimentation



TOPICS OF THE COURSE

To explore the course themes you can find enclosed in the page of
“Strategies to encourage training success – Course 6-10 May 2013”

- ISPEF PRESENTATION
- PROJECT “SCHOLASTIC SUCCESS”
EDUCATIONAL MODEL FOR THE SCHOLASTIC SUCCESS
- EDUCATIVE MODEL (L.ED.) ABOUT THE SCHOLASTIC
SUCCESS: DI.SCOL.A. E FARE SCUOLA
- CASES ANALYSIS DOING BY THE STUDENTS