

WORKSHOP PLAN

TEACHER TRAINING COURSE 2 – DAY 2		
TIME ESTIMATE (HOURS)	PROGRAM	READ MORE
0,5 hour	Check in	<p><u>What</u></p> <p>A short recap of the learning outcome of the previous day. Framing in today's program.</p> <p><u>Why</u></p> <p>To bring the minds back into the learning environment and to activate the participants' prior knowledge on skills.</p>
3 hours	How do we know that students learn?	<p><u>What</u></p> <p>This is a lecture, with group work included, to highlight research and theories about what can benefit students' learning.</p> <p>The different themes are linked to different parts of the film shown in seminar 1 (Most likely to succeed). The film thus forms a common foundation in the discussions so new ideas and tools that can be used in teaching.</p>

		<p><u>Why</u></p> <p>Link different parts of the course by watching films and previous activities in connection with theory and research.</p>
2,5 hours	<p>Visit from/to the local community</p> <p>Cooperation between schools and local society.</p>	<p><u>What</u></p> <p>This session can include both a visit from the local community and a field trip to a business or organisation in the local community.</p> <p>Both alternatives must be practical examples on how schools and actors within the local community cooperates.</p> <p><u>Why</u></p> <p>The purpose of this session is to see the opportunities that lie in connecting education to the local community.</p>
1 hour	<p>The 6 Cs in the cooperation between schools and local society.</p>	<p><u>What</u></p> <p>A 15-minute discussion in the groups on how the 6 Cs could be used in the examples from the previous session – how were the different Cs relevant in each of the examples.</p> <p>This is then discussed in a plenary session (45 minutes).</p> <p><u>Why</u></p> <p>This session helps operationalize and establish further awareness and expertise on the 6Cs. To reflect upon theory through a practical example creates new and deeper learning.</p>



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0,5 hour	Check out	<p><u>What</u></p> <p>This is a session for summing up the day and do reflections on the participants' learning experiences.</p> <p>A "reflection ball" can be used to pass the word on between the participant.</p> <p><u>Why</u></p> <p>To consolidate new knowledge and give the participants room to put the academic content into context.</p>
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