



Report on the second learning, teaching, training activity

ERASMUS+ PROGRAM
SECOND LEARNING, TEACHING, TRAINING ACTIVITY C2
ACTION KA2
SCHOOL TO SCHOOL PARTNERSHIP

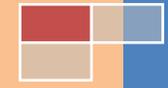
Leszno, 25th – 29 May, 2015

“EUROPE FOR INCLUSION”

COLLEGE JEAN JAURES – AQUITAINE- CENON - FRANCE
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SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY

By
The Polish Scientific Committee

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INTRODUCTION

The following report has been carried out by the Polish Scientific Committee after the Partner Countries having filled in *The Trainees' Journal* and *The Assessment Tool Booklet*, instruments elaborated by the partnership containing all the grids of observation, data recording and evaluation for the punctual and precise definition of the evaluation and control **C2 LEARNING, TEACHING, TRAINING ACTIVITY**. The *Booklet* was used as an interactive tool, since the data collected have been used by the Management Groups, the Scientific Committees, the Trainers and the Tutors with the aim of assessing all the ongoing processes. The Trainees had to fill in the Trainees' Journal properly and the coordinators of the different countries had to collect all the answers in the grids which makes up the Tool Assessment Booklet and reassume them in the following items:

1. Report on the level of motivation, attention and trainees' participation to the lessons
2. Report on the trainees' formative process evaluation
3. Report on the difference between the ordinary didactic praxis
4. Report on the evaluation of the training course
5. Report on the evaluation of the expectations
6. Report on the overall course evaluation

Particularly the following grids from *The Trainees' Journal* and *The Assessment Tool Booklet* have been taken into account:

- Grid n. 2 for the participation in the lessons carried out on Tuesday 26th May in Primary School no 7
- Grid n. 3 for the formative process of trainees
- Grid n. 4 for the difference between the ordinary didactic praxis
- Grid n. 5 Course evaluation
- Grid n. 6 for the formative process of trainees
- Grid n. 7 for the reached and not reached competences
- Grid n. 8 Assessment on diary's filling up
- Grid n. 9 Assessment on diary's filling up

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1. Report on the level of motivation, attention and trainees' participation to the lesson

FRANCE	1. Report on the level of motivation, attention and trainees' participation to the lesson
	<p><i>The French group enjoyed this third exchange. During that week they really enjoyed to observe other teaching methods to develop memory skills of the students and discovered how it encouraged the imagination.</i></p>
ITALY	1. Report on the level of motivation, attention and trainees' participation to the lesson
	<p><i>As regards the orientation to the task (cognitive sphere), according to the data collected from grid n. 1 of the Assessment Tool Booklet, the Italian Trainees were really involved in the process and worked in a serene climate willing to know and practice what was being proposed. Generally speaking, in the group they made suggestions, produced ideas and possible directions. They expressed opinions, evaluations and statements. The course was so interesting that they commented, gave information and asked for clarifications. They made suggestions and expressed opinions, as well. Under the relational point of view (socio-affective sphere) the Italian trainees supported, helped, encouraged each other and showed esteem towards each other. They have seemed to be relaxed and looked glad and they accepted, understood and agreed with themselves on a high level.</i></p>
LATVIA	1. Report on the level of motivation, attention and trainees' participation to the lesson
	<p><i>During Mrs Beata Mrosek lessons 5 Latvian team teachers were really engaged. They were busy analyzing the examples and comparing them to the situation in Latvia. Trainees were motivated to participate in practical activities, in order to improve their knowledge and skills dealing with their own students in their home country. There were many notes taken and the discussions arose among the participants.</i></p>



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LITHUANIA	1. Report on the level of motivation, attention and trainees' participation to the lesson
	<p><i>The Lithuanian team accepted all the information and have reached the high level of positiveness. According to the answers filled in the Trainees' Journal and collected in the grid No 6, the Lithuanian team have gained a deeper understanding of shaping memory, attention and concentration.</i></p>
PORTUGAL	1. Report on the level of motivation, attention and trainees' participation to the lesson
	<p><i>The Portuguese group enjoyed a lot the lesson by Headmaster Beata. It was really refreshing and profitable. Indeed we have been able to reflect about the importance of training memory and reasoning skills. As what concerns the lessons attended, we found them also very profitable. We appreciated the order and the calm in the classrooms. We enjoyed the interaction between teachers and students. We have learned from the tranquility and favorable learning climate.</i></p>
ROMANIA	1. Report on the level of motivation, attention and trainees' participation to the lesson
	<p><i>The Romanian trainees were motivated to attend the training course They were interested in taking part at the activities at classes, to observe the relation between the teachers and the students, the methods and techniques used with the students in general and with the students with special needs in particular. They were eager to gain new didactic competences, to improve their methods and skills.</i></p>
TURKEY	1. Report on the level of motivation, attention and trainees' participation to the lesson
	<p><i>As Turkish team, we were fully motivated and eager to learn the subject of the course which we were not deeply familiar with. So, the motivation level and the willingness of our team to the training course were quite high. Thanks to this motivation and willingness before taking the course, we could focus on and understand the course in a better way. The content of the course was useful for our future teaching activities. So, we showed a great anticipation to learn about</i></p>

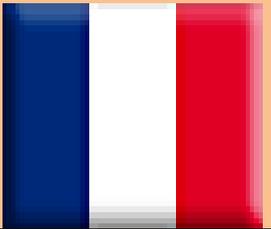


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memory techniques. But, as for our friends who didn't understand English language, they sometimes felt lost and had difficulties in understanding the content. But, with the help of the teachers' translation, they succeeded in overcoming this difficulty.

2. Report on the trainees' formative process evaluation

FRANCE	2. Report on the trainees' formative process evaluation
	<p><i>French team was really happy to re-discover some methods for students to stay alert. It was really pleasant to practice some exercises. Being in situation is a good system to understand the methods.</i></p>
ITALY	2. Report on the trainees' formative process evaluation
	<p><i>The Italian team was made up by a school principal and 5 teachers, two from the kindergarten and 3 from the primary school. All the teachers work in the school for at least 25 years, two of them know English language quite well and three just a little bit. When they arrived in Leszno and started filling in their Trainees' Journal, they started to reflect on their initial competences according to the topic chosen by the Polish team. All of them stated they had a good memory and that they were able to think over their didactic praxis by using different methods of memorizing. However they admit that they know exercises, and techniques to shape and exercise memory only partially. Besides, they discover that they use this knowledge in class but not fully conscious. So in the end they had the chance to be introduced to different learning methods</i></p>



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	<i>and techniques, to expand their knowledge about developing memory, concentration and focus, to better reflect on the impact of games in the process of learning and on motivation and on the importance of self-education and development.</i>
LATVIA	2. Report on the trainees' formative process evaluation
	<i>Trainees were taking notes and planning to implement the new ideas in their own teaching at home. We must admit, that the ideas received were really interesting, useful and purposeful. It was exciting to see how actively engaged teachers were, how excited and eager they became to do the tasks. Especially they got carried away in "Creative thinking test" and "logical jigsaw-move the sticks".</i>
LITHUANIA	2. Report on the trainees' formative process evaluation
	<i>For the Lithuanian teachers it was very interesting to compare our teaching systems, different methods for students with special needs, their involvement in the work in small groups and possibility for Polish students to work under the help of different specialists.</i>
PORTUGAL	2. Report on the trainees' formative process evaluation
	<p><i>According to the answer filled in their Trainees journal and collected in grid n. 6 of the Assessment Tool Booklet , the Portuguese Trainees have acquired the following competences:</i></p> <ul style="list-style-type: none"> • <i>Knowledge about the training and developing memory and reasoning skills.</i> • <i>Regarding the lessons, we have found most profitable the way polish teachers put in practice those strategies with their students inside the classroom.</i>
ROMANIA	2. Report on the trainees' formative process evaluation



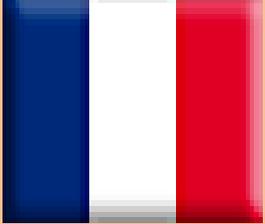
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	<p><i>The Romanian trainees found out information about how to develop memory, concentration and attention, they took part at interactive activities which taught them how to work with students in general and with students with special needs, in particular, they observed classes in action, they interacted with the teachers and discussed about different methods used in working with the students, they had the possibility to compare methods used in different schools so that they could choose those ones which fitted our needs, they analyzed methods and materials used with the students so that they could adapt them to their needs. They appreciated the interactivity, the participation at the students' activities, the exchange of good practice, the presentation of different exercises of developing memory and attention, the methods of keeping the students attentive, and the discovery of new methods to work with students with special needs and not only.</i></p>
<p>TURKEY</p>	<p>2. Report on the trainees' formative process evaluation</p>
	<p><i>Related to the knowledge competences, the course has focused on expanding teachers' knowledge and skills concerning shaping the memory, attention and concentration. It has not only enriched their skills through different exercises but has also expanded their knowledge and skills for a better teaching environment.</i></p> <p><i>As for the relational competences, the Turkish trainees have learnt how to shape long-term memory as well as the games of shaping memory and concentration. The courses gave the chance of getting teachers to be acquainted with different techniques and memorizing methods. The course has provided the trainees to open a critical perspective confronting comparison among peers, too.</i></p> <p><i>Finally, about acquired methodological-didactic competences, we have unified the added value of new technologies to the didactic competences. Besides, the trainees have developed their visual memory supporting school didactic programme. They have also learnt the ways of choosing the content and the modalities of interaction in use.</i></p>

3. Report on the difference between the ordinary didactic praxis



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FRANCE	3. Report on the difference between the ordinary didactic praxis (Grid number 4)
	<p><i>Using cutting, pasting, and drawing during the school activities to discover geometry terms was a little bit new for us. This system develops attention skills of students and help for new knowledge.</i></p> <p><i>French team had the impression that motivation was enhanced and that most students were happy to be at school and happy to see European people.</i></p>
ITALY	3. Report on the difference between the ordinary didactic praxis (Grid number 4)
	<p><i>After attending the training session in the classes with the children, the Italian Trainees noticed that Polish teachers put a great stress in activities which are transversally aimed at shaping memory, attention and concentration. They had the chance to get acquainted with different techniques and memorizing methods. The activities have enriched teachers' skills through different exercises shaping long-term memory as well as games shaping memory and concentration. In our school we use some of these strategies too, but we use them reflecting on their cognitive implication with a bit of superficiality.</i></p>
LATVIA	3. Report on the difference between the ordinary didactic praxis (Grid number 4)
	<p><i>If we compare the differences between the ordinary didactic praxis and the example lessons we received, then, as we all agreed, didactic praxis has some similarities in our school, but there were so many new tasks and ways to develop memory and concentration that we can implement in our daily routine to make lessons more interesting and different from previous lessons.</i></p>
LITHUANIA	3. Report on the difference between the ordinary didactic praxis (Grid number 4)
	<p><i>The Lithuanian trainees noticed that all students are motivated, they have got all necessary means for studying, they liked different methods and forms, were very friendly and polite to each other and towards foreigners.</i></p>



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PORTUGAL	3. Report on the difference between the ordinary didactic praxis (Grid number 4)
	<p><i>After attending the training sessions in the classes with the children, the Portuguese Trainees have noticed that there is a high quality of the Pedagogical choices, strategies and tools. We found the teachers work and commitment very hard and the results are obviously good.</i></p>
ROMANIA	3. Report on the difference between the ordinary didactic praxis (Grid number 4)
	<p><i>It was interesting to observe the ways of stirring the students' interest at the beginning of the lessons, how theory is put in practice during the lesson, how praising the students make them more interested in the activities, how games (Tangram, Bingo, Spot the differences, Draw after a model) make them more active and involved. The teacher who took part at Maths class was impressed by the way the students were taught geometrical forms by using different sheets of paper which they had to cut, paste and draw and finally use to form models for pavement. The teacher who took part at the "group therapy" lesson observed the practical activities, working with different individual worksheets, using conversation techniques, didactic games, stirring interest, concentration and attention by associations between images and texts.</i></p>
TURKEY	4. Report on the difference between the ordinary didactic praxis (Grid number 4)
	<p><i>The course was useful for the pedagogical choices given in the training and was adequate for trainees' developing their multiple knowledge with different modalities. The content of the course was interesting enough for the trainees to attract their attention and keep their motivation. The instructions were clear and the results were definite. So, the course has</i></p>



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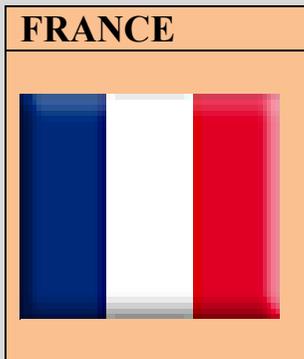


reached its aim successfully and the trainees were able to grasp the mentality of the training course effectively.

The strategies used during the training were attracting the trainees' attention. The methods of the training course provided the teachers with useful skills and data. The teaching strategies used in the hosting school were unique and precious as happened in the previous training courses.

The tools used during the course were basic, easily affordable and were qualified enough for the general understanding. The materials were easy to use and prepare. Also, the tools were applicable for different subjects and lessons thanks to their usefulness.

4. Report on the evaluation of the training course



5. Report on the evaluation of the training course

Some exercises such as the development of concentration and memorization are an interesting approach and it is worth exploring it in our schools. It's a fundamental contribution and it could make the acquisition of knowledge easier and improve the results of students in need. Our Polish colleagues offered us a very enriching experiment.



4. Report on the evaluation of the training course

The Italian trainees think that from this training session they become more conscious that memory and concentration can developed thanks to peculiar tools and strategies and that for this reason it is necessary to express these activities in the class planning. During the activities they did not encounter any difficulties and did not produce any material, but worked very intensively and with great interest in all the tasks proposed.



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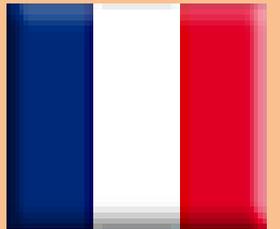
LATVIA	4. Report on the evaluation of the training course
	<i>Latvian team have agreed, that the presentations have been comprehensible and they can definitely use new practices and knowledge in their ordinary jobs. They would like to be more involved in different activities during the training course. But the atmosphere they felt there was a really positive experience to them.</i>
LITHUANIA	4. Report on the evaluation of the training course
	<i>The Lithuanian teachers liked the atmosphere of the school, all the lessons that were shown to them, activities and methods that were taught. They realized how important is to use different materials for students, to create a positive atmosphere to encourage them and provide with the help during the teaching process. Lithuanian teachers learned new methods of developing attention, memory and concentration.</i>
PORTUGAL	4. Report on the evaluation of the training course
	<i>The Portuguese delegation assesses in a very positive way the training course in Leszno's school. Classes and activities observed and shared enriched the teachers that attended them. The methodologies employed and the liveliness of everyone present had a very positive effect on all those present. The learning was very fruitful.</i>
ROMANIA	4. Report on the evaluation of the training course



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	<p><i>When it comes about the evaluation of the training course, the Romanian team's feedback is positive. All the members have taken part at interesting courses and they appreciated the fact that the information from the theory presented was put into practice during the demonstrative activities. Thus, we could fully understand what the trainer transmitted and we consider that we can use the information, the explanations, the practical examples in our future activity.</i></p>
<p>TURKEY</p>	<p>4. Report on the evaluation of the training course</p>
	<p><i>As Turkish team, we had a positive group cooperation and Turkish trainees easily reflected their positive attitudes through the teaching atmosphere. The trainees also impressed by the materials used in the course as they were basic and effective.</i></p>

5. Report on the evaluation of the expectations

<p>FRANCE</p>	<p>5. Report on the evaluation of the expectations</p>
	<p><i>The courses took place in a peaceful atmosphere. Instructions were explained and commented clearly. Each exercise was based on a clever pedagogic tool. Students were focused and helped each other. During the session, the goal was clear: every student had to concentrate and memorize several elements at the same time in order to find answers. The approach allowed students to be confident and continue their schooling in a more peaceful way.</i></p>
<p>ITALY</p>	<p>5. Report on the evaluation of the expectations</p>



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	<p><i>As regards the expectations, they were met. What is more, the course let the Trainees consolidate their knowledge. The course was considered respectful of time, as it was well balanced as regards time for explanation and time for reflection. In fact it was organized so that trainees could listen to short theoretical passages, immediately followed by practical activities to put into practice what heard. In our opinion the management of meetings, their pace and modalities were conducted very well.</i></p>
<p>LATVIA</p>	<p>5. Report on the evaluation of the expectations</p>
	<p><i>Latvian team's expectations were issued. We wanted to learn new methods about memory and concentration. In this lesson, we got new experience and learned useful techniques and methods. We had a lot of tasks, which were able to try in course of training.</i></p>
<p>LITHUANIA</p>	<p>5. Report on the evaluation of the expectations</p>
	<p><i>As regard the expectations the Lithuanian Team were satisfied with course of training. Despite the Polish language used in the lessons all the instructions and tasks were provided in English too. It helped for better comprehensibility</i></p>
<p>PORTUGAL</p>	<p>5. Report on the evaluation of the expectations</p>



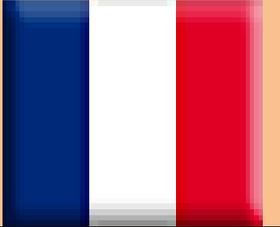
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	<p><i>As regards the expectations, they have been fulfilled and even exceeded.</i></p>
<p>ROMANIA</p>	<p>5. Report on the evaluation of the expectations</p>
	<p><i>The course and the demonstrative activities fulfilled the Romanian team's expectations. Before the course, they filled in some parts of the Trainee's manual and at the chapter "initial expectations" there were ideas like: I want to find out new strategies to stir the students' interest, to make them more attentive during activities, to improve their memory and concentration. I want to take part at demonstrations and to observe methods of making the students more involved, interested, concentrated during the classes. Taking into account these main ideas, among others, we can say that the course has reached its objectives and the trainees' expectations were fully fulfilled.</i></p>
<p>TURKEY</p>	<p>5. Report on the evaluation of the expectations</p>
	<p><i>None in the Turkish team had attended a course about memory techniques before the course in Leszno. As memory and concentration are the basics of learning, they are to be examined and to be used so as to ease the load of learning complex or difficult processes. We expected to learn about the useful techniques and methods about memory and concentration. There were useful activities in the course and the trainees were glad to have the data and experience the activities in the classroom atmosphere.</i></p>

6. Report on the overall course evaluation



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FRANCE	6. Report on the overall course evaluation
	<p><i>The atmosphere was really positive. The French team was able to participate actively. They could work along with their colleagues by listening to them and through collaboration.</i></p> <p><i>It was really instructive and useful.</i></p> <p><i>We could set up some new ways of doing in our classrooms to increase memory skills and develop the attentiveness of the students.</i></p>
ITALY	6. Report on the overall course evaluation
	<p><i>According to grid n. 5 of the Assessment Tool Booklet, the Italian Trainees were very satisfied as regards the presentation of the course as it was comprehensible and they are going to reuse what learnt inside their daily didactic practice in order to develop our students' attention. The course objectives were clearly explained and the Trainees were moved by total willingness, interest and curiosity. What is more, the group atmosphere was very positive.</i></p>
LATVIA	6. Report on the overall course evaluation
	<p><i>We consider, that the lessons and presentations prepared and presented by Mrs Mrosek were really well prepared and based on the evidence that comes from real practical experience.</i></p> <p><i>There were "16 ways to memorize" examples. All participants could really try out how it works, by working in pairs or in a group. Putting one in a role of a child gives the real feeling of how it is to be the child, which allows teachers to understand children better and find the best ways to work.</i></p> <p><i>Going through the course through practical activities kept as alert and active all the way through. Practical activities is the best way to feel and learn things, that is so called learning by doing, which is becoming so popular nowadays again.</i></p>
LITHUANIA	6. Report on the overall course evaluation



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	<p><i>The Lithuanian teachers liked the atmosphere of the school, all the lessons that were shown to them, activities and methods that were taught. They realized how important is to use different materials for students, to create a positive atmosphere to encourage them and provide with the help during the teaching process. Lithuanian teachers learned new methods of developing attention, memory and concentration</i></p>
<p>PORTUGAL</p>	<p>6. Report on the overall course evaluation</p>
	<p><i>The Portuguese trainees think that the course has been useful and instructive because they have reflected about their own practices and scientific knowledge during the activities.</i></p> <p><i>The atmosphere was really positive. We were able to participate actively.</i></p> <p><i>The Portuguese Trainees have been satisfied regarding the scientific sessions and the way they were programmed and carried out. It is always grateful to be able to discuss with fellow teachers and specialists.</i></p> <p><i>We found the commitment of the teachers working quite high and contagious. Everybody was happy to welcome “foreigners” and made us feel at home. It was easy to discuss methods and practical strategies with them. They had to work very hard to prepare all the materials, the decoration of schools, the choreographies and songs performed by children and all the coffee breaks and fantastic (healthy...) polish meals.</i></p> <p><i>This training course was very complete and rewarding in every aspects.</i></p>
<p>ROMANIA</p>	<p>6. Report on the overall course evaluation</p>
	<p><i>The meetings were very well organized, the materials were full of information that can be used by the trainees in their future activity. The pace was adapted to the trainees’ needs. The trainers explained all the information from the course and they used practical materials to sustain the theory presented. The lessons were simple to understand and easy to use, full of practical details, presenting methods and techniques to be used during the classes to improve memory, concentration and attention. The trainees had the chance to improve their theoretical level of the notions related to the topic of the course, they developed their competences to work with the students in general and with the students with special needs in particular. At the end of the training course the trainees’ competence level has been risen. They learnt a lot of things, among which we can list: rapid memorisation skills (words, characters), different learning methods and techniques, the impact of games in</i></p>



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	<p><i>the learning process, the importance of motivation in the learning process, structures and exercises that shape long-term memory, techniques and methods of memorisation, knowledge and skills related to memory training, attention and concentration.</i></p> <p><i>The Romanian trainees also appreciated the program of the course, the way of organising activities, the collaboration between the partners, the fact that they could work in groups and share opinions and ideas, the interactive and attractive activities, the well prepared trainers.</i></p>
<p>TURKEY</p>	<p>6. Report on the overall course evaluation</p>
	<p><i>The comprehension during the course was adequate and the trainees were satisfied with the course content. And, after the training sessions, they thought they were able to use what they had already learnt for their following teaching practices. Moreover, they are pleased with the explanations about the course objectives they totally have understood the aim of the course. Thanks to the methods and modalities used during the courses, they had the chance of participating actively and they succeeded in being a part of the course. The Turkish team had positive group cooperation and they easily reflected their positive attitudes through the teaching atmosphere. The trainees impressed by the materials used in the course as they were basic and effective.</i></p>