



Erasmus+



## Preparing a training session about active European citizenship

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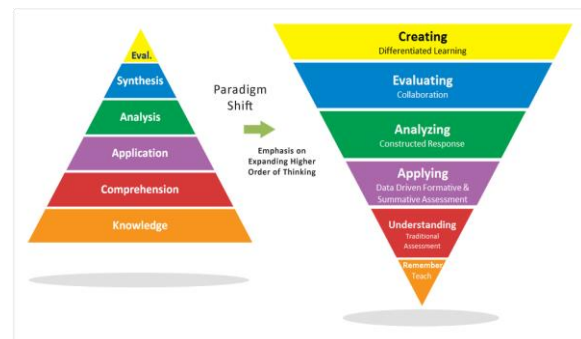
In conceiving-planning-performing-assessing the effectiveness of any training and learning activity, according to the target group and the specific training circumstances, some metagogic (pedagogic and andragogic) options should be taken into consideration and some methodological decisions and choices should be made.

1. The **aim** of the training activity: informing, transforming or forming? Which **pedagogical requirements** will be addressed: perceptions, attitudes, behaviours? What **results** does the training activity presume: more knowledge, more enthusiasm, or more commitment?

2. The **mental processes** that will be favoured. A teaching-learning activity implies three thinking domains, and obviously three types of learning objectives: cognitive, affective and psychomotor. For the cognitive domain, the science of pedagogy discerns three main classifications of the learning goals.

### a. Bloom's/Anderson & Kratwohl's taxonomy

1. Knowledge/Remembering
2. Comprehension/Understanding
3. Application/Applying
4. Analysis/Analysing
5. Synthesis/Evaluating
6. Evaluation/Creating



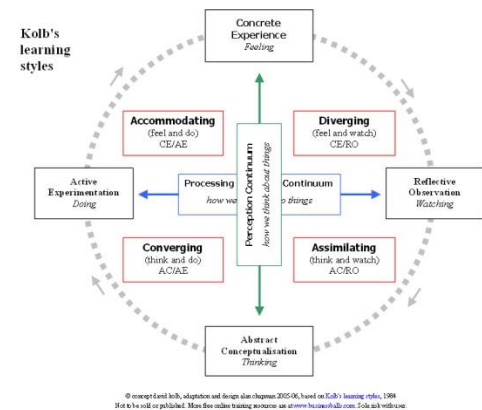
<http://mytransformedclassroom.com/>

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## b. David Kolb's experiential learning cycle and learning styles

- **Concrete experience**  
**Diverging: feel & watch**
- **Reflective observation**  
**Assimilation: watch & think**
- **Abstract conceptualization**

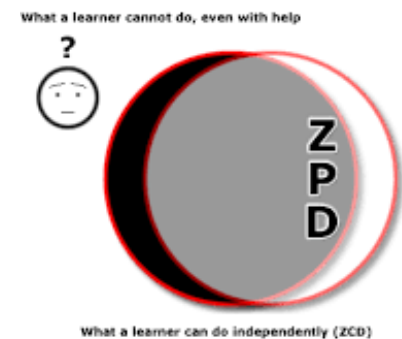


## c. Lev Vygotsky's learning spiral

Full cognitive development requires social interaction, in order to perform:

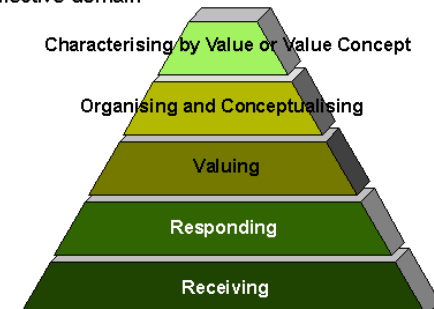
Achievements with assistance -  
Achievements independently - Future  
achievements independently

(ZPD - Zone of Proximal Development)



For the affective learning, David Krathwohl's and Benjamin Bloom's taxonomy set behaviours indicating attitudes of listening, awareness, interests, attention, concern, responsibility, as well as the capability to interact with others and to apply values and principles to concrete situations.

Affective domain



<http://www.learningandteaching.info/learning/bloomtax.htm>

Our days, the symbolization of almost all mental, affective or psychomotor action is a generalized phenomenon well supported by the modern electronic devices and an efficient way to think in a connected path.

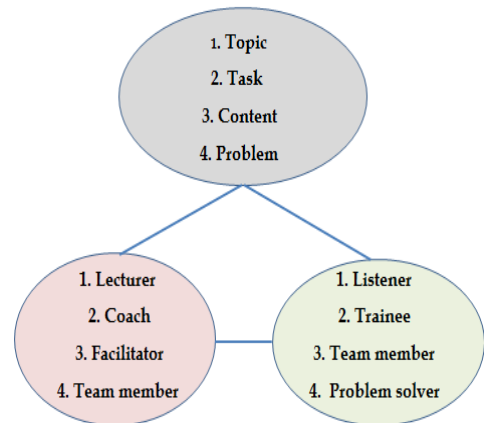
IPAD APPS TO SUPPORT BLOOM'S REVISED TAXONOMY  
ASSEMBLED BY KATHY SCHROCK

|           |               |               |               |               |            |               |                 |
|-----------|---------------|---------------|---------------|---------------|------------|---------------|-----------------|
| <b>C</b>  | CREATING      | Storyboarding | Video Editing | Videocasting  | Mixing     | Animating     | Podcasting      |
| <b>E</b>  | EVALUATING    | g+            | S             | Networking    | e          | Collaborating | Critiquing      |
| <b>An</b> | ANALYZING     | Outlining     | P             | Structuring   | Organizing | Surveying     | Deconstructing  |
| <b>Ap</b> | APPLYING      | Interviewing  | Simulating    | Demonstrating | Presenting | Editing       | Illustrating    |
| <b>U</b>  | UNDERSTANDING | Categorizing  | Annotating    | Twittering    | Sketching  | Subscribing   | Explaining      |
| <b>R</b>  | REMEMBERING   | Recalling     | Listing       | Bookmarking   | Searching  | Mindmapping   | Word Processing |

<http://www.schrockguide.net/bloomin-apps.html>

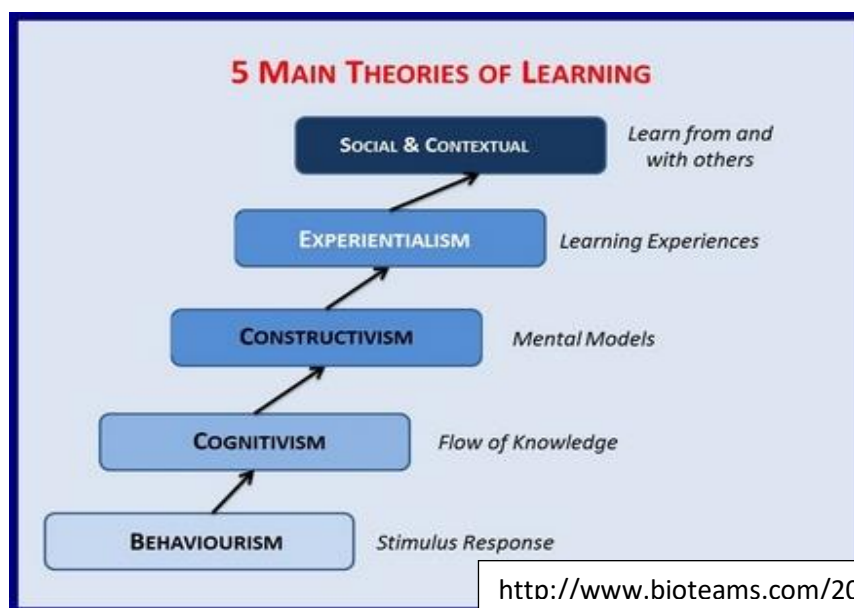
3. The preferred/selected **teaching-learning strategy** to be implemented in the majority of the training activities. The trainer is choosing whether his training approach will be a trainer centred (the trainer decides on the instruction goals, on the specific guidelines and on the assessment format) or a trainee/group centred one (the trainee/the group, responsible for his own learning, works, explores and think critically, puts questions, solves problems and learns through team work).

He is deciding on the role he is assuming towards the training object: lecturer of the training topic, tutoring the trainee accomplishing a given task, facilitator of the learning activity for an individual or a group, or team member of the learning group. His role imposes consequently the correspondent role to the trainees: listener, trainee, team member or problem solver.



Some trustfull opinions<sup>1</sup> summarized recently five main teaching/training paths.

| Learning model                        | Representatives                               | Core idea                                                                                                                                                                           | Key words                                     |
|---------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>Behaviourism</b>                   | E. Thorndike<br>I. P. Pavlov<br>B. F. Skinner | The learning process is proved by a change in learner's behaviour: reward or punishment is encouraging or discouraging a specific attitude.                                         | Conditioning<br>Practicing                    |
| <b>Instructivism/<br/>Cognitivism</b> | J. Piaget<br>J. S. Bruner                     | Learning is coming from mental activities and it is proved by a change in learner's knowledge and understanding.                                                                    | Memorising<br>Reproducing<br>Reflecting       |
| <b>Constructivism</b>                 | L. Vygotsky<br>J. Piaget<br>J. Dewey          | Learning is requiring self-regulation and reflexion: the learner builds his own understanding.                                                                                      | Observing<br>Processing<br>Abstracting        |
| <b>Experientialism</b>                | D. Kolb                                       | People learn from experience and learning is a cycle of experiential stages and learning styles.                                                                                    | Learning<br>by doing                          |
| <b>Connectivism</b>                   | S. Downes<br>G. Siemens                       | Learning occurs in the learner within his community and knowledge rests in the diversity of opinions. The core skill to be acquired is the ability to see the nods and connections. | Thinking<br>Sharing<br>Practicing<br>Creating |



<sup>1</sup> Carlton Reeve - *Play with the Learning Ltd.* Ken Thompson – programing language: [Go](#).

4. The **instructional strategies**: communication, exploring or acting and the preferred/selected interactive **didactical methods/techniques**, according to the specificity and the interest of the target group, the time limits, the actual learning resources, the training expertise and the selected taxonomy.

Suggestion for those methods, depending on the level of the trainees' mental activity:

- a. Remembering: conspectus, referral, reportage, diary, explanation, description, stories...
- b. Understanding: observation, experimentation, demonstration, logical scheme, conceptual map, grape, causes-effect diagram, cognitive chains...
- c. Applying: exercises, practical work, simulation, role play, graphical organizer, mosaic, multiple intelligences, mutual teaching-learning, lotus flower, work on stations, group portfolio, interview, inquiries, investigation, mysterious voyage, Philips 6/6...
- d. Analysing: fishbone, spider web, case study, creative controversy, Venn diagram, four corners, roundtable, lighted cards...
- e. Evaluating: thinking hats, critical incident, carousel, research group, multi-voting, matrix...
- f. Creating: essay, brainstorming, brain writing, operational approach to creativity, buzz groups, Delphi, Frisco, stellar explosion, synectics, diamond...

5. The **didactical approach** to be followed: disciplinary (the learning topic is tackled from the perspective of a single learning discipline), interdisciplinary (the learning topic is tackled from the perspective of two or more learning disciplines), multidisciplinary (the learning topic is tackled from the perspective of a multitude of learning disciplines), curricular (the learning topics are aiming to interconnect goals, objectives, contents, methods and sequences in order to develop multifunctional skills and solid competences ), cross-curricular (the teaching-learning process is aiming to reach the zone of attitudes and behaviours, including the learning behaviour).

The cross-curricular approach to teaching we recommend should be a synthesis of knowledge, skills and understandings from various subject areas. It means to set connections through relevant contents and learning processes, to understand and re-conceptualize contents within broader contexts of learning, to keep links between trainees' prior learning and experience. The main purpose of this kind of training approach is to motivate and encourage trainees' learning in connection with their life experience<sup>2</sup>.

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<sup>2</sup> Apud Jonathan Savage - *Supporting innovation in education*

6. The **intelligence type**<sup>3</sup> that should be favoured: linguistic (through words and sentences), logical-mathematical (through figures and questions about the causes of the phenomenon), visual-spatial (through images and imagination), musical (through sounds and rhymes), physical (through the body language and physical exercises), interpersonal (through empathy and teamwork), intrapersonal (through awareness and reflexion about the own feelings), naturalist (through exploring and understanding of the nature), philosophical (through commitment in referring to ethical and moral rules).

7. The relevance of **the title**: how much it is saying, how much it is implying and how much it is inflaming the curiosity of any reader.

8. The European **values and principles** the whole training course is cheering, debating, practicing and promoting: humanistic thinking, rationality, and secularity, rule of law, democracy, human rights, social attitude, meaning and purpose.

9. The **communication aids** aiming to stimulate and to keep trainees attention, state of well and interest in the topic: the variety and the quality of the teaching-learning materials, the originality and flexibility of the classroom arrangements, the subtlety of the images on the walls, the expressivity of the trainer's verbal, nonverbal and paraverbal language, the refinement of the music/odour background, the safety of the whole training atmosphere, the magnetic personality of the trainer.

10. The **continuous and final evaluation** approach (appreciative inquiry, beneficiary assessment, contribution analysis, participatory evaluation, empowerment evaluation, most significant change, horizontal evaluation, most significant change, outcome harvesting/mapping, ...) and its meaning for both, trainer and trainees, according to Kirkpatrick's 4 Level Training Evaluation (Reacting – Learning – Behaviour - Results).

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<sup>3</sup> Howard Gardner - Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education in Boston. Multiple intelligences is a psychological theory about the mind, stipulating that every human being disposes of nine types of intelligences, but not two people have the same profile of intelligence.