

**Stay@School**  
**Workshop on Module 3 “Teaching methods”**  
**Iasi (Romania), 14 December 2012**

**Minutes**

**Participants**

	<b>Name and Surname</b>	<b>School</b>
1.	Robota Daniela	Nicolina
2.	Peste Mioara	„N.lorga” Iasi
3.	Homutescu Claudia	Nicolina
4.	Cucuteanu Ion	Lic. D.
5.	Lencu Margareta	Sc „N.lorga” Iasi
6.	Iacobute Nicoleta	Sc „N.lorga” Iasi
7.	Lupulean Daniela	Col. Ec. Adm
8.	Lupulean Radu	Col. Ec. Adm
9.	Gavriloaiei Doina	CTETC
10.	Baban Daniela	CTETC
11.	Frentescu Ioan	CTETC
12.	Tareuceri Daniela	Sc. „N.lorga” Iasi
13.	Alexandrescu Lacramioara	Col Economic de Electronica si Telecomunicatii
14.	Albastroiu Simona	Liceul Teh „p. Rares” Tg. Frumos
15.	Bruma Ana	Sc. Dolhesti
16.	Gorban Maria Elena	Col Economic Adm.
17.	Sandu Sorin	Sc. Stefan cel Mare
18.	Sarghie Mihaela	Sc. Dobrovat
19.	Prodan Daniel	Sc Dobrovat
20.	Toma Mihaela	Lic. Tehn. „Nicolina”
21.	Matei Cornel	Lic. Tehn. „Nicolina”
22.	Popa Cristinel	CCD Vaslui
23.	Ungureanu madalina Alice	Economic HighSchool
24.	Smoc Paraschiva	Scoala Dolhesti
25.	Sandu Sorin Laurentiu	Scoala Stefan cel Mare
26.	Andor Eliza	Lic. Petru Rares, tg. Frumos
27.	Pal Adriana Iulia	Lic. Petru Rares, tg. Frumos
28.	Marinica Maftei	EuroEd Kindergarten
29.	Costel Cotea	Lic. Vasile Alecsandri
30.	Zanet Alexandra	EuroEd Primary School
31.	Stefan Colibaba	UAIC University Iasi
32.	Gheorghiu Elza	Lic V.Alecsandri
33.	Adela Serea	Constantin Paunescu Special school
34.	Lucretia Moruzi	Lic V.Alecsandri
35.	Oana Chiruta	Lic V.Alecsandri
36.	Mastaleru C-tin	Col. Economic
37.	Vasilica Botezatu	SC. C-tin Paunescu
38.	Patrascu Iulia	Scoala EuroEd
39.	Evelina Zaporozjanu	Scoala EuroEd

40.	Anca Colibaba	Fundatia EuroEd
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For the 3<sup>rd</sup> Module training we received the participation of 40 people (39 teachers and 1 EuroEd staff) from 16 institutions.

## Minutes

The workshop has been prepared in advance by sending emails and maintaining the correspondents with the teachers. Also the EuroEd team prepared different presentations and support materials for the smooth development of the workshop. The agenda of the event and the schedule were established and the activity venue was one of the schools involved.

The workshop started in an informal manner, with a short introduction of the objectives of this workshop and with a self-introduction of the participants, to give the opportunity to the participants to know each other, facilitating the open atmosphere and a better interaction.

The first part of the workshop has been reserved for the presentation of the project and of the training package for the new participants and as a remainder for the participants from the first 2 trainings.

The second part of the training was a section for evaluation and feedback of the previous 2 trainings on module 1 and 2. The participants had the opportunity, after they followed the modules content to discuss on the main risk factors identified in their schools with references to real cases of students at risk of dropping out of education and also they provide feedback regarding the role of the communication in conversation with difficult or truant pupils and on how to create the right school atmosphere.

The third part of the training was reserved to the introduction on the Module 3 “Teaching Methods”. Beginning with a presentation of the module topics, objectives and competences, which will be reached after going through the module, the participants were introduced in the theme and context of the workshop. They had been challenged to discussions about the relationships between actions to recover students at risk and interactive teaching methods, about the role of the collaborative teaching strategies: cooperative learning, peer education and the creative use of learning technologies. Also the participants discussed about the use of the educational technologies at class – their role, their availability, how prepared are the schools to offer the access to these technologies and about the importance of the continuous development of the teachers.

To make the training more interactive the participants were involved in group activity – participants were distributed in groups and each group had to discuss and identify what types of methods they use at class to motivate students to learn. The activities were a great opportunity to introduce the participants into the discussions and to discuss about their experiences and cases of students school ‘drop outs’ or early course leavers and to share methods and tools used at class to create a more interactive and attractive atmosphere for the class, making the students to be more involved. Also it was very important to find out real life situations and solutions or methods used to prevent or solve these issues. Also the participants discussed about the problems encountered, about the gaps on the educational system, lack of technologies in schools and solutions were identified.

From the teachers’ point of view, the training was a very interesting course, with a very active participation on the behalf of the teachers. All participants highlighted the importance of promoting a positive atmosphere full of empathy, appreciation and support which stimulates learning and consolidates relationships within students’ class or school community. All teachers appreciated the module Teaching methods very much because it highlights our main need as teachers when it comes to solving school problems of students at risk. Teachers need an effective method to motivate students to learn. The most effective teaching method is the one which encourages active learning because:

- it takes into consideration all students' learning styles.
- it is based on learning by doing; it means acquiring knowledge through experience and reflection
- it focuses on skills rather than theory

All participants mentioned that students do not feel comfortable if teachers adopt a unique teaching method. This is exactly what "Active learning" tries to avoid. It combines different learning styles and teaching models. An initial questionnaire must be filled in by students in order to identify their different cognitive styles. Our participants insisted on having the online questionnaire translated in Romanian because it is very useful. (other sites?) Knowing what students' cognitive styles are helps teachers choose the most adequate techniques and it also teaches students how to learn. "Active learning" makes learning more accessible and personal. Active Learning promotes motivation and inclusion.

The participants agreed that some collaborative teaching strategies are successful:

- cooperative learning
- peer education and
- the creative use of those learning technologies which have become learning environments where students can work/learn/share experiences/discuss/meet together

The teachers said that students favor Cooperative Learning because it creates groups/communities where everybody has to contribute to do the tasks. The participants shared their experience related to cooperative learning which encourages and motivates all students to work.

Peer Education is also used by our teachers especially with older students welcoming the young ones and helping them to integrate or even helping them with their studies.

The younger teachers valued the creative use of IT during the classes. They said it livens up classes by activating all students. They explained that students like to participate in a virtual group and share, solve problems and cooperate with the others (they are used to; see Facebook etc). Such things can be used to promote learning, to improve communication techniques, or to practise negotiation and reflection.

The last part of the training was reserved for providing feedback and discussing about the training. We received a very positive feedback from the participants.