

TEACHING METHODS

women
FIT 4 BUSINESS



Project

* WOMEN FIT 4 BUSINESS *

This project is funded by Lifelong Learning Programme of the European Union

“Women fit 4 business” is a learning partnership funded by the European Union with partners from Cyprus, Estonia, Germany, Lithuania, Poland, Spain and Turkey.

The aim of this project is to share successful teaching experience among the partner institutions as well as identify obstacles experienced by women participating in further education. The main target group is women who are unemployed or disadvantaged. For these women the partner organizations want to improve training and education in order to better prepare them for (re-)entering the labour market. Entrepreneurship, ICT skills and self-confidence will be the main topics.

The partner organizations exchanged and shared their best practices in terms of pedagogical methods which improve the learning process, skills and self-confidence of the women. Trainers increased their teaching skills and enriched their methodological diversity. The transferred methods were tested in each organization in the context of a pilot course, thus feedback of participants and trainers can help to further improve training and teaching in adult education.

In the scope of the project 7 meetings took place, one in each partner country, in order to initiate the exchange and transfer of methods, foster cooperation and intercultural exchange as well as enable the presentation of best practice.



E-brochure “TEACHING METHODS” will help you to find new ways how to make your teaching more interesting and effective. It is a “manual” of good practice, comprising contributions from learners, tutors and managers who study or work in different vocational and educational contexts.

In this document you can find 31 teaching methods descriptions which were collected during the project “Women fit 4 business” implementation by partners from Estonia, Lithuania, Spain, Germany, Cyprus, Poland and Turkey. All the methods will help you to provide education services of better quality and it will increase your qualification as teacher.

The teaching methods description includes:

- Name of the method
- Duration
- Tools and resources
- Objectives
- Preparation
- Implementation
- Roles of participants
- Possible problems
- Expected impact on the individual/group
- Criteria for success
- Criteria for the results evaluation
- Results and outcomes
- Usefull tips

First 11 teaching methods in the list were tested in pilot courses organized in each country. You can find the comments from students and trainers for these methods after each description. All tested methods were evaluated by signs ★ (from 1 to 5 stars). This evaluation was calculated by using the results from students and trainers feedbacks made after pilot courses.

You can use this e-brochure as a guidance for your teaching improvement.

Project „Women fit 4 business“ is a cooperation of institutions from 7 countries:

CYPRUS



AIPFE – International Association For The Promotion Of Women In Europe – Cyprus Council / “Women Of Europe Award”.

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During the project “Women fit 4 business“ 31 teaching methods were collected. 11 of them were chosen and tested during the pilot courses in each partner country.

THE LIST OF TESTED TEACHING METHODS:

1. Active learning
2. Advance your Occupational Skills 1
3. Communication skills
4. Group Discussion
5. Group work
6. Hidden cards
7. Individual action planning
8. Mentoring
9. Personal Development
10. Poster-presentation
11. Role-plays based on psychodrama

THE LIST OF PROPOSED TEACHING METHODS:

12. Advance your Occupational Skills 2
13. Brainstorming
14. Communication
15. Constructivism
16. Crossword Puzzle
17. Design of the targets
18. Dialogue
19. Discussion
20. Lecture
21. Manual activity
22. Memory
23. Memory cards
24. Planning the profitability of the business
25. Power Point – karaoke
26. Praxis
27. Role Playing
28. Scaffolding
29. Self-knowledge
30. Spaced lecture
31. Websites

Active learning

DURATION

Unlimited

TOOLS & RESOURCES

Chairs, room, tables, etc.

is it difficult to implement?



evaluation from students:



Learners participate actively in the study process, which helps them to understand and associate the learning material and associate acquired knowledge with reality and practice. While implementing active learning, the learners are in the situation, where they are forced to talk, listen, think along and write; they acquire during the lecture new knowledge and experiences through active and practical activity.

PREPARATION

Group discussions, acquiring theoretical knowledge, preparing practical tasks.

IMPLEMENTATION

Beside individual work learners' cooperation gains value, the learners' needs are taken into account more and more while setting study objectives and providing evaluation. Instead of abstract information open tasks and real life problems are preferred. Authentic contact, discussions, learners' self-esteem and analyzing ability become more relevant.

ROLES OF PARTICIPANTS

Trainer: provides theoretical base and then tutoring, counseling and support to the learner. Feedback is given.

Individual: participates actively in the training, searching for and implementing knowledge, trying to associate the theory with practice and real life.

Group: solving different situations through discussions and teaching within the group. Complementing each other and reaching the objectives via active communication and support from the other group members.

Modesty, which leads to marginalization and lack of acquisition of the subject.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Group participants are able to solve the real-life situations and problems based on acquired theory. Learners are able to find a variety of additional information from other channels and also implement it.

CRITERIA FOR SUCCESS

Curiosity, freedom and activity, originality and creativity, independent thinking, critical thinking, communication and collaboration, acting according to the situation, real-life tasks, self-assessment.

CRITERIA FOR THE RESULTS EVALUATION

The learner is able to implement theoretical knowledge into practice and can find additional material from other information channels.

USEFULL TIPS

The teacher adapts the learning tasks by applying methods for teaching based on students' learning way i.e. finding suitable learning methods for students for every single task.

RESULTS AND OUTCOMES

Learns actively, seeks for knowledge (information), decides, selects, evaluates, verifies and takes responsibility.

Some thoughts from students:

"This method was very good to close the own lacks of knowledge. Finally the whole group had the same level of knowledge, so the next lectures were based on the same level."

"Teamwork had worked well. The motivation of the participants were very good. We had also individual care although it was a big group."

"The trainer must be prepared very much for this kind of method and they had to structure their content to execute it effectively."

"More practical work."

Germany

"Through active learning I can explore a set of learning experiences that can be more effective and interesting."

"I would like to continue this subject in another course."

Poland



COMMENTS FROM GERMAN TRAINERS

It is possible to build good teamwork with this method. There was active communication in the group and between the groups to reach the objectives. The students were able to implement theoretical knowledge into practice.

The trainer should be prepared for different types of content.

COMMENTS FROM POLISH TRAINERS

Older adults who learn a new, mentally demanding skill can improve their cognitive function.

Active participation through discussion, feedback and activities creates more learning than passive listening or reading. As a teacher, find ways to reduce the amount of content covered and allow the participants to discuss the content with each other.

Advance your Occupational Skills

1

DURATION

One (1) working day

TOOLS & RESOURCES

Computer, electronic CV form, internet

is it difficult to implement?



evaluation from students:



OBJECTIVES

Refers to the implementation of an educational workshop, providing information and thus increasing the basic occupational skills of the participants.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Increased knowledge/awareness about the various methods and techniques used while on job search.

PREPARATION

Preparation and organization of the presentation of the workshop.

CRITERIA FOR SUCCESS

Active participation, the development of cvs, role playing.

IMPLEMENTATION

Workshop.

CRITERIA FOR THE RESULTS EVALUATION

The completion of one cv, and the enhancement of the occupational skills.

ROLES OF PARTICIPANTS

Trainer: present and shares information to the participants. Provides coaching services (cv development, job search techniques, interview skills, etc).

Individual: active participation in the workshop.

Group: active participation in the workshop.

USEFULL TIPS

The development of personal profiles for each participant.

POSSIBLE PROBLEMS

Possible deviations have to do with the presence of the participants at the given time.

RESULTS AND OUTCOMES

Provision of personalized services.

Some thoughts from students:

"They could provide us a place to sell our handmades."

"Technology could be more satisfied."

Turkey

"We learned everything we needed for a start. The visuals were useful too."

"Very useful information as of how the social media can be used."

Individual discussions with the speaker could have been useful."

"Inspiring course."

Cyprus



COMMENTS FROM TURKISH TRAINERS

They can create areas for marketing their own hand mades, provide financial and pshological support. To establish their own jobs .They can open their own shops and sell their products. They can employ women and teach how to make handmades. So they provide them new job opportunities and earn money.

COMMENTS FROM CYPRUS TRAINERS

Extent the time available to make more examples and provide follow up sessions.

Communication skills

DURATION

30 min.

TOOLS & RESOURCES

Handouts

is it difficult to implement?



evaluation from students:



OBJECTIVES

Understanding the advantage of interaction between competitors.

POSSIBLE PROBLEMS

A group can not find the appropriate solution for solving the problem.

PREPARATION

Leader of the group should divide the participants into two parts – “competitors” and describe the task.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Provides some possible solutions to solve the problem. Communicates and discusses the problem and solutions with other participants.

IMPLEMENTATION

All participants have to get a handout with the situations and individually read the task. The leader of the group identifies the main problem. Both groups have to find the best solution for the situation, in a limited time.

After a few minutes, each group has to present their decision.

CRITERIA FOR SUCCESS

Communication between groups of competitors.

CRITERIA FOR THE RESULTS EVALUATION

Identified the main target of the task. A deal between competitor groups.

ROLES OF PARTICIPANTS

Trainer: leader of the group should divide a group into two part, describe the task and identify the main problem. Leader of the group should not help participants with finding ideas in solving the problem. stimulates the group discussion to help the participants to find out the best solution.

Individual: identifies the main target of the task and provides some possible solutions.

Group: discusses and decides which solution is the best.

USEFULL TIPS

RESULTS AND OUTCOMES

Communication and making a deal between competitor groups.

Some thoughts from students:

"By the help of communicating each other we share our experiences and this make us more confidential persons."

Turkey



COMMENTS FROM
TURKISH TRAINERS

To strengthen communication skills between participants, to use more technological devices, make course duration longer.

Group discussion

DURATION

Unlimited

TOOLS & RESOURCES

None

is it difficult to implement?



evaluation from students:



OBJECTIVES

This method works great for sharing ideas, to identify and explore a problem, to create an informal atmosphere and to get opinions from persons who hesitate to speak.

PREPARATION

To share ideas, to identify a problem, to create an informal atmosphere and to get opinions from people who hesitate to speak.

IMPLEMENTATION

Use this method :

- when sharing ideas,
- to stimulate interest in problems,
- to help members express their ideas,
- to identify and explore a problem.

ROLES OF PARTICIPANTS

Trainer: to lead and guide the group.

Individual: to take responsibility and try to find solutions to provide good relationship.

Group: to plan conversation between three or more people on a selected topic.

POSSIBLE PROBLEMS

- can not be used with large groups,
- members may have limited information,
- discussion is easily sidetracked,
- talkative persons may dominate.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

- provides for sharing of ideas,
- encourages togetherness,
- broadens viewpoints,
- provides for shared leadership,
- develops leadership skills.

CRITERIA FOR SUCCESS

To share ideas, to identify a problem, to create an informal atmosphere and to get opinions from people who hesitate to speak.

CRITERIA FOR THE RESULTS EVALUATION

- to ask their opinions about methods and discuss what they have learned so far.
- to follow their attendance and intention.

USEFULL TIPS

Lecturer should be careful about preparing groups according to their personalities to be more successful.

RESULTS AND OUTCOMES

-

EXTRA TIPS

This method is similar to: Discussion, Dialogue. The main feature of the method is dialogue, conversation, exchanging views and experiences on the teaching content. Formulate or reformulate ideas, assumptions or concepts, which can be performed using reflective questions or examples. The method of Group Discussion facilitates orientation towards a higher level of understanding, by enabling individuals to discover new meanings ideas and solutions. It is a way of participation that encourage and develop creative thinking.

Some thoughts from students:

“Course duration will be more longer to strengthen our group discussions in order to provide learners more self-confidence.”

Turkey

“Practical teamwork with feedback and suggestions of how the team could perform better.”

“Being divided into groups to reach a consensus on the task given.”

“More interactive exercises between the team members are needed.”

“Really nice team, great and inspiring trainers! Our trainers want us to go further.”

Cyprus

“Great job! Thank you for the patience for us.”

“I also learned a lot from the other participants of the course.”

Poland

“Everything was good.”

“I really liked the lessons with Margit DÜÜna: not only listening, but also expressing your own opinion and discussion.”

Estonia



COMMENTS FROM ESTONIAN TRAINERS

Group discussion is advisable to use to enliven monotonous lectures. The method requires proficiency from the lecturer.

I recommend to use humor, make participants to cogitate. If possible, suggest different ways how to take notes, e.g. mind maps, blogs. These enable to write down participants' own opinions that could be the basis of following discussions.

Group discussion is advisable to use to enliven monotonous lectures. The method requires proficiency from the lecturer.



COMMENTS FROM CYPRUS TRAINERS

Having to take dissensions as a group is a challenge to many people. The group could start from simple tasks and eventually take more complicated problems to solve.



COMMENTS FROM TURKISH TRAINERS

To strengthen communication skills between participants, spend time together outside the course by the help of social activities such as picnics, visits etc. they share their personal problems to psychologist.



COMMENTS FROM POLAND TRAINERS

Very good for older adults who like discussion. Working in groups students have to do a research paper on a specific content of the subject. As goals, students will have achieved: a deep knowledge of content, a collaborative work experience and a search procedure, selection and synthesis information.

Group work

DURATION

45 minutes

TOOLS & RESOURCES

PowerPoint slide, a handout

is it difficult to implement?



evaluation from students:



A way of getting students to work together to solve a problem or learn new information. By using group work, educators teach students how to learn from one another's ideas. Using group work in a structured way can teach students skills in collaboration and accountability.

Without careful planning and facilitation, group work can frustrate students and instructors. And feel like a waste of time.

PREPARATION

Talk to students about their past experiences with group work and allow them to establish some ground rules for successful collaboration. This discussion can be successfully done anonymously through the use of note cards.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

The ability of transforming discussions and ideas into practical activities.

CRITERIA FOR SUCCESS

Group reporting.

IMPLEMENTATION

Explain the task clearly, prepare written instructions for the students, set ground rules for group interaction, monitor the groups but do not hover, provide closure to the group activities

CRITERIA FOR THE RESULTS EVALUATION

Exchange ideas.

ROLES OF PARTICIPANTS

Trainer: facilitates the learning proces.
Individual: student teams often function most effectively when members have designated roles (moderator, reporter, checker).
Group: works together to solve a problem.

USEFULL TIPS

Motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills.

RESULTS AND OUTCOMES

Presentation of the results by each team to the class group.

Some thoughts from students:

"Groupwork gave opportunities to express individual opinions."

"The opportunity to learn from others' experience."

Estonia



COMMENTS FROM
ESTONIAN TRAINERS

Groupwork keeps participants active and helps to develop participants' communication and co-operation skills. Certain rules should be written down for groupwork.

Hidden cards

DURATION

45 min.

TOOLS & RESOURCES

File cards

is it difficult to implement?



evaluation from students:



OBJECTIVES

Preparation of a new learning content, finding out the previous knowledge.

PREPARATION

Dividing the class into small groups.

IMPLEMENTATION

Each group hands the lettered and hidden cards to the next group, where the cards are distributed again, so that comments and additions to the existing text can be written down. Trainer provides the learning content, divides into groups, responds questions, moderates the following discussion, possibly makes suggestions for improvement.

ROLES OF PARTICIPANTS

Trainer: providing the learning content, dividing into groups, responding questions, moderation of the following discussion, possibly making suggestions for improvement.

Individual: each individual notices a quintessence to the provided learning content on a file card.

Group: each group hands the lettered and hidden cards to the next group, where the cards are distributed again, so that comments and additions to the existing text can be written down.

POSSIBLE PROBLEMS

Problems in understanding or self-contained working, deviation in brainstorming.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Training of brainstorming and correlation to a provided issue, self-contained working, teamwork.

CRITERIA FOR SUCCESS

Motivation, active cooperation, teamwork.

CRITERIA FOR THE RESULTS EVALUATION

Homogeneous parameter (time, structure, content) and homogeneous evaluation criteria.

USEFULL TIPS

Active comprehension of the students in the preparation of the following instructions.

RESULTS AND OUTCOMES

Cards with many ideas (previous knowledge) to prepare a new learning content and to prepare a homogeneous basic knowledge.

Some thoughts from students:

"Very good atmosphere in class!"

"I am very happy to participate in this project!"

"I feel happy that my knowledge is useful for this trainings. "

"It is important to know the level of knowledge of participants before starting trainings."

Lithuania

"This new perspective makes women ask for new experiences and approaches."

Spain



COMMENTS FROM LITHUANIAN TRAINERS

This is a specific method used for target groups. It can be useful for persons who are interested in a same learning content, such as small business, finance, management, accounting, etc.

Use your hidden cards as a learning material for next tasks. Divide participants into the groups by similar knowledge level (if it is possible).

COMMENTS FROM SPANISH TRAINERS

The course has given new approaches and materials to the teachers and self-confidence to members. Now the idea is to develop a complete method based on these materials.

Individual action planning

DURATION

45 min.

TOOLS & RESOURCES

Handouts, pencil

is it difficult to implement?



evaluation from students:



OBJECTIVES

Foster to think through, measure and realize individual plans.

PREPARATION

The method should be introduced during the group trainings. Teach participant has to identify future target, which needs detailed planning and preparation. Leader of the group should help to identify short-term and long-term goals to prepare individual action plan. This stage can be implemented in a group work or individually.

IMPLEMENTATION

All participants have to get a handout with the questions, which has to be answered individually, in a limited time. After the action plan preparation each participant has to present own action plan.

ROLES OF PARTICIPANTS

Trainer: during the individual plan preparation: explains the questions of the action plan, difficult to understand to the different group members (to give an example, ect.) Defines the stages, short-term and long-term goals, important for the action plan preparation during the individual plan presentation: stimulates the group discussion to help the person to reveal the weaknesses/ strengths of the person's individual action plan.

Individual: identifies important future target and prepares the individual action plan according the provided questions stages.

Group: discuss about the individual target feasibility according the individual action plan.

POSSIBLE DEVIATONS OR PROBLEMS

During the individual action plan preparation, person can recognize, that he is not interested any more to reach planed target (too difficult to achieve it, it is not so important). Possible role of the trainer: help for the person to look for the achievable ways to reach the target.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Identification of the important future targets better understanding of the individual role to reach the important targets. Planning skills development to take towards realization of the goals.

CRITERIA FOR SUCCESS

Identification of the stages to reach the planned target identification of weaknesses/ strengths of the person's individual action plan.

CRITERIA FOR THE RESULTS EVALUATION

Success of the method can be evaluated to the individual interest to implement the action plan and reach the target. Trainer should define the periods to review and update individual action plan. Action plan has to be prepared in a coherent way – to understand the meaning of each step/ idea reading after a while.

USEFUL TIPS

Development of the planning skills.

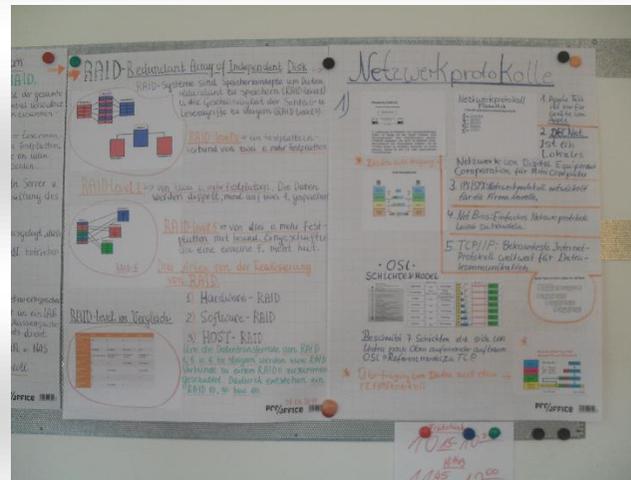
RESULTS AND OUTCOMES

Identifying important individual targets. Preparing detailed individual action plan to reach the target. Developing the analysis and planning skills.

Some thoughts from students:

"This method was very good to close the own lacks of knowledge. Finally the whole group had the same level of knowledge, so the next lectures were based on the same level."

Germany



COMMENTS FROM GERMAN TRAINERS

We use an "individual action planning" form with questions for the students. The questions must be answered individually in a limited time. After the evaluation of these forms, the trainer gets a better overview of the knowledge of the students and is able to close their lack of knowledge with suitable tasks.

This method is not suitable for large groups. We tried this method with a smaller group (12 students) which is more effective. The evaluation of the forms of "individual action planning" can be taken as a basis for further lectures.

Mentoring

DURATION

during the whole course

TOOLS & RESOURCES

As to mentoring, the relevant prerequisite is that the mentor has previous experience, as the main basis of mentoring is transferring experiences and knowledge from one person to another one

is it difficult to implement?



evaluation from students:



OBJECTIVES

The objective of mentoring is to share the experiences gained by other people with a learner. The increase of self-confidence and awareness is not a goal in itself, but it can be the part of the process. Mentoring involves the usage of experience of another person to evolve one person. Somebody else has already gone through this or been in the same situation, he/she has the experience, which is shared with others.

PREPARATION

Meetings are arranged, if necessary the mentor draws up individual or group works for mentees.

IMPLEMENTATION

A dialogue is a form of mentoring, which is the mixture of questions, explanations and answers. The questions presented by a mentor take first of all into account the objective to understand a mentee's situation in order to offer the best solution-experience for it.

ROLES OF PARTICIPANTS

Trainer: mentor provides reflection/ feedback on decisions, encourages and takes responsibility for carrying out the tasks. shows things from another angle /opening perspectives, asks good questions.

Individual: mentee maintains initiative, is responsible for completing the tasks, takes into account feedback.

Group: confidentiality, shared responsibility, active contributors, making agreements of the process and sticking to them, being emphatic, authenticity, equivalence, tolerance.

POSSIBLE DEVIATIONS OR PROBLEMS

Mentor takes mentee's responsibility/ role over too much. It is human that every mentor/mentee is not suitable. It is essential to have mutual connection. If necessary, it should be confessed that one does not know the answer.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

To mentee – supports mentee's professional development and learning, provides the opportunity to get feedback and support. To mentor – supports mentor's professional development and learning, provides the chance for self-realization and for forwarding one's experiences.

CRITERIA FOR THE RESULTS EVALUATION

In case of mentoring the responsibility for the outcome is partially also shared, in addition the mentor is also responsible, as he/she has also been partially or fully the author of the solution while sharing the experience.

USEFULL TIPS

The method may not only be exploited in the classroom, but also using means of social media so that both mentee and mentor do not have to leave office/home to perform the tasks.

RESULTS AND OUTCOMES

Mutual development, achievement of desired objectives, self-awareness, better performances, creating further cooperation possibilities, exchange of ideas, friendship, people have more initiative, are more active and braver to take risk.

Some thoughts from students:

"An insightful idea to get to know about each participant's individual circumstances on a personal basis by a work psychologist, in order for the seminars that would follow to be better oriented and more effective".

"It would be nice to continue with them (have another meeting perhaps) in order to determine and changes, if it helped us or not"

Cyprus

"In case of such trainings it is very important to maintain the relaxed atmosphere, not concentrate on exams etc. Well done, carry on in the same spirit!"

Estonia



COMMENTS FROM CYPRUS TRAINERS

The workshop was actualized on individual basis, one on one meetings, in order to collect information regarding the working profile of each participant. Working profiles were developed and pointed out the occupational strengths and the areas that could be improved in order for the participants to raise self-awareness when it comes to acquire an occupational position and advance through it.



COMMENTS FROM ESTONIAN TRAINERS

Mentees can ask competent people (mentors) for advice, analyse and test their ideas and solutions. Including mentors increases the self-confidence and motivation of mentees to continue what they already do or to face new challenges. When mentors are used, it would be a good idea to pre-train mentors and examine thoroughly the need for mentors. To achieve the best result, it is suggested to pre-agree upon expectations and obligations with mentors.



Personal Development

DURATION

Pending on participants

TOOLS & RESOURCES

Questionnaires

is it difficult to implement?



evaluation from students:



OBJECTIVES

Refers to the collection of the profiles of the participants through the administration of a questionnaire for the evaluation/assessment of personal and professional strengths and areas of improvement, in regards to their occupational goals.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Increased self-awareness regarding individual and occupational strengths and areas of improvement.

PREPARATION

Preparation/drafting of questionnaire, and organization of the one-on-one interviews.

CRITERIA FOR SUCCESS

Active participation in the assessment process.

IMPLEMENTATION

One-on-one interviews.

CRITERIA FOR THE RESULTS EVALUATION

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ROLES OF PARTICIPANTS

Trainer: administration of questionnaires, process and interpretation.
Individual: participation in the assessment process.

USEFULL TIPS

Provision of personalized career guidance services.

POSSIBLE PROBLEMS

Possible deviations have to do with the timeframe of the assessment/evaluation process.

RESULTS AND OUTCOMES

The development of personal profiles for each participant. The collective results of this evaluation will provide a sense of greater awareness to the participants.

Some thoughts from students:

"After this workshop, I know all my skills. This method was very good for my self-confidence."

"The duration was too short because there were too much participants."

Germany



COMMENTS FROM GERMAN TRAINERS

It is possible to build a good groupwork. Brainstorming had worked very well. The method can be improved with storyboard.

The method is suitable for smaller groups with a little number of students, because it was not enough time for everybody's input.

Poster- presentation

DURATION

90 min.

TOOLS & RESOURCES

Writing utensils, magazines, paper

is it difficult to implement?



evaluation from students:



OBJECTIVES

Providing a basis for discussion.

PREPARATION

Good knowledge of the issue, which shall be illustrated in a poster.

IMPLEMENTATION

Implementation e. g. by including in a method summary and transmitting it to the trainers / teachers.

ROLES OF PARTICIPANTS

Trainer: Providing the learning content, responding questions, moderation of the following discussion, possibly making suggestions for improvement.
Individual: illustrating a poster as a result of a learning content and afterwards presenting it.
Group: discussing and interpreting the poster.

POSSIBLE PROBLEMS

Problems in understanding or self-contained working, deviation in brainstorming and composition.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Training of brainstorming and correlation to a provided issue, self-contained working, interpreting of learning outputs.

CRITERIA FOR SUCCESS

Motivation, active cooperation, creativity.

CRITERIA FOR THE RESULTS EVALUATION

Homogeneous parameter (time, structure, content) and homogeneous evaluation criteria.

USEFULL TIPS

Creative transfer of a learning content into an illustration.

RESULTS AND OUTCOMES

Poster as a result of a learning content.

Some thoughts from students:

"Teaching resources were fantastic, information was clear and high quality."

"More practical tasks!"

Lithuania

"Practical exercises, handouts, general management worked very well."

"Real-life examples helped to understand theory."

Estonia



COMMENTS FROM LITHUANIAN TRAINERS

The students were encouraged to participate in workshop during the method testing. The students were happy to perform the task and to achieve the appropriate result. This method encouraged teamwork and active discussions, creative ideas generation and easy assimilation of new information. No big changes is needed to this course. The method is appropriate to implement this trainings.

COMMENTS FROM ESTONIAN TRAINERS

Poster-presentation method helps participants to share their experience and generate new ideas. In case of poster-presentations it is advisable to make the rules about how the team is supposed to work. In case of poster-presentation it is necessary to watch that groups would not be too big and also give time-limits. As using poster-presentation involves other methods (e. g. group discussions, brainstorming) then the trainer should observe that rules and limits are followed.

Role-plays based on psychodrama

DURATION

60 – 90 min.

TOOLS & RESOURCES

Chairs, room, etc.

is it difficult to implement?



evaluation from students:



OBJECTIVES

- to discover new ways to make one's life more pleasant and to get rid of hardships of life, get new energy,
- to develop one's creativity and potential to break through,
- set future goals and find the best way to achieve them,
- to find one's inner balance and joy of living.

PREPARATION

Group discussion to determine the leading character and to formulate the problem.

IMPLEMENTATION

There is a group leader who is able to carry out psychodrama method and a group, which is motivated to participate in a role-play.

ROLES OF PARTICIPANTS

Trainer: the trainer distributes the roles to the participants, is in charge of the role-play, gives helpful instructions and asks supporting questions, leads the discussion after the end of the role-play and formulates the achieved result.

Individual: to take actively part in the role-play, let the role take over, be spontaneous and creative; find links with one's previous experiences and problems.

Group: active participation, finding and performing roles, creative and spontaneous thinking. a very essential therapeutic impact is on the cognition of the support of the other group members during the training.

POSSIBLE PROBLEMS

It can be hard to talk about your problems, people can be constrained, shy and closed, there is no spontaneous approach.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Group participants can solve the unfinished relationships, problems or conflicts and prepare for future complicated situations.

CRITERIA FOR SUCCESS

The development of creativity, spontaneity and courage to perform of the group members, also the increase of self-esteem and self-confidence.

CRITERIA FOR THE RESULTS EVALUATION

The self-reflection of the participants.

USEFULL TIPS

-

RESULTS AND OUTCOMES

Creation of the future vision, dealing with existing habits and beliefs. Acceptance of oneself and better understanding of other people; development of creativity and spontaneity.

Some thoughts from students:

"The course duration could be longer."

"Individual consultancy after course."

Lithuania

"A place for women is required, a place to improve our gender relationships, the exchanging and sharing live experiences; a safe and confidential place."

Spain

"A good start was groupwork with Heli Maajärv, it really united all the participants."

"The lecture were super."

"Lectures by Heli Maajärv were the top."

Estonia



COMMENTS FROM
ESTONIAN TRAINERS

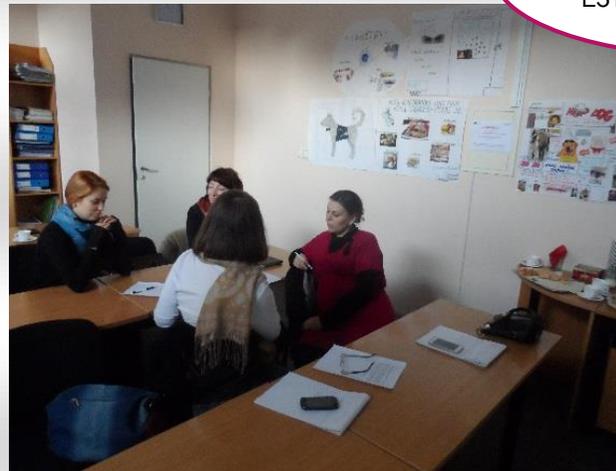
COMMENTS FROM
SPANISH TRAINERS

Sharing participants' own experience and ideas, creativity tasks, role plays, discussions in small groups, feedback, group support worked well when using this method.

I recommend to use psycho-drama method by other trainers as well. Adds activity, openness, stage nerve, tolerance. Gives everyone the opportunity to get positive feedback and experience success.

The course gave skills to the managers of the associations in order to improve the own empowerment and the member's self-confidence, with the aim of increase the networking.

The method could be used during different topics and can help to look for new creative ways for the problem solution, understanding of the different point of view and ability to analyze the situation to find most rationale solution. The topics had to be adapted to the group, gained knowledge of the participants had to be interesting and valuable not only for pre-entrepreneurs, but also for people working in service, manufacturing, trade sector. The method could be developed trying to find the situation which is "uncomfortable" or unusual to participants to encourage them to look for various solutions of the problem.



COMMENTS FROM
LITHUANIAN TRAINERS



Advance your Occupational Skills 2

DURATION

One (1) working day

TOOLS & RESOURCES

None

OBJECTIVES

Refers to the implementation of a psycho-educational workshop, guiding the participants to work on personal issues related to career achievements. The related issues involve interactive drama therapy through group work, which aims at building up the self-confidence of the participants and at helping them deal with working concerns (phobias).

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

By the end of the workshop, participants are expected to have increased self confidence and to have worked on the persistent concerns regarding career development.

CRITERIA FOR SUCCESS

Active participation and involvement in the drama therapy session and workshop.

PREPARATION

Preparation and organization of the workshop, at a place where it allows the participation of 12-15 people.

CRITERIA FOR THE RESULTS EVALUATION

Satisfaction survey.

IMPLEMENTATION

Workshop.

ROLES OF PARTICIPANTS

Trainer: group facilitator, guides and empowers the participants of the workshop through drama therapy and other therapeutic methods.

Individual: active participation in the workshop.

Group: active participation in the workshop.

USEFULL TIPS

Provision of personalized services.

POSSIBLE PROBLEMS

-

RESULTS AND OUTCOMES

The management of negative and unproductive emotions and behaviors, regarding career development.

Brainstorming

DURATION

45 min.

TOOLS & RESOURCES

None

OBJECTIVES

Brainstorming is a method of problem solving in which group members suggest in rapid fire order all the possible solutions they can think of.

PREPARATION

To find situations that they can met in their real life.

IMPLEMENTATION

Use brainstorming method to:

- encourage creative thinking.
- encourage participation.
- determine possible solutions to problems.
- encourage presentation of new ideas.
- create a warm, friendly feeling in the group.

ROLES OF PARTICIPANTS

Trainer: to think about how adults express themselves and find different approaches to use the method.

Individual: to share the ideas with the others.

Group: to find solutions.

POSSIBLE PROBLEMS

- evaluation must follow.
- members are slow to understand that any idea is acceptable.
- members tend to begin evaluation when an idea is suggested.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

- encourages new ideas.
- encourages all members to take a part.
- produces a “chain reaction” of ideas.
- can be used with large or small groups.
- does not take a great deal of time.

CRITERIA FOR SUCCESS

To share ideas, to identify a problem, to create an informal atmosphere and to get opinions from people who hesitate to speak.

CRITERIA FOR THE RESULTS EVALUATION

Self evaluation.

USEFULL TIPS

Lecturer should be careful about preparing groups according to their personalities to be more successful.

RESULTS AND OUTCOMES

Solutions to the problems.

Communication

DURATION

Unlimited

TOOLS & RESOURCES

Classroom, internet, e-mail

Four kinds of communication environments can be distinguished:

- discussion (in person or via email).
- argumentation (making a case for a particular viewpoint).
- inquiry teaching (student constructed response to an instructor posed question).
- brainstorming (generating ideas without attempting to critique them).

Ideally, an instructor uses different types of communication within a classroom.

Not understanding, missing answers.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Better cooperation.

PREPARATION

Selection proper kind of communication.

CRITERIA FOR SUCCESS

Well done work, task, project.

IMPLEMENTATION

Some of the communication skills that a teacher must possess so that they interact properly with the students:

Positive motivation, effective body language, sense of humor, understanding the students, team formation.

CRITERIA FOR THE RESULTS EVALUATION

Good cooperation.

USEFULL TIPS

Using new technologies.

ROLES OF PARTICIPANTS

Trainer: lecturer, moderator.

Individual: active participation.

Group: active participation.

RESULTS AND OUTCOMES

Understanding, consensus, agreement.

Constructivism

DURATION

Unlimited

TOOLS & RESOURCES

Classroom

OBJECTIVES

Students learn how to learn by giving them the training to take initiative for their own learning experiences.

Learning should involve activities to process the new material, linking it to what the student already knows. Tasks should be authentic, set in a meaningful context, and related to the real world. The educator uses strategically placed prompts, cues, questions, direct explanations, and modeling to guide student thinking and facilitate an increased responsibility for the completion of a task.

PREPARATION

Dividing the learners into small groups.

IMPLEMENTATION

Students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas.

ROLES OF PARTICIPANTS

Trainer: prompt and facilitate discussion

Individual: student-student and student-teacher dialogue is very important

Groupe: exchange of ideas.

POSSIBLE PROBLEMS

When learners notice information that conflicts with present knowledge, they experience an internal sense of discomfort.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Empower students to make them feel competent and significant.

CRITERIA FOR SUCCESS

Discovery learning is most useful for higher-order thinking and problem-solving.

CRITERIA FOR THE RESULTS EVALUATION

When learners share their thoughts about ideas and the way they solve problems, they grow intellectually.

USEFULL TIPS

A contextualized approach to learning.

RESULTS AND OUTCOMES

Help adults become self-directed learners.

Crossword Puzzle

DURATION

30 min.

TOOLS & RESOURCES

Crossword puzzle: 1. Find the words, 2. Find the questions

OBJECTIVES

Learning the computer terms and hardware components.

POSSIBLE DEVIATIONS OR PROBLEMS

Problems in understanding or self-contained working, deviation in brainstorming.

PREPARATION

Dividing the class in two groups and then dividing the two groups into small groups.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Training of brainstorming and correlation to a provided issue, self-contained working, teamwork.

IMPLEMENTATION

Half of the class get a crossword puzzle to fill out. the other half get a completed crossword puzzle and they have to formulate questions to the words.

CRITERIA FOR SUCCESS

Motivation, active cooperation, teamwork.

ROLES OF PARTICIPANTS

Trainer: providing the learning content, dividing into groups, responding questions, moderation of the following discussion, possibly making suggestions for improvement.

Individual: each individual notices a quintessence to the provided learning computer-term or hardware component.

Group: each group has to put their informations into a powerpoint-presentation and explain the function of the hardware components.

CRITERIA FOR THE RESULTS EVALUATION

Homogeneous parameter (time, structure, content) and homogeneous evaluation criteria.

USEFULL TIPS

Active comprehension of the students in the computer world.

RESULTS AND OUTCOMES

Learning the terms.

Design of the targets

DURATION

45 min.

TOOLS & RESOURCES

Handouts (list of the problems- 10 possible to solve at once and 10 impossible or required to be divided in few problems)

OBJECTIVES

Identify the problem definition, learn to recognize possible and impossible to solve problems (too broad).

PREPARATION

The leader of the group can vary different topics of the problems, depending on the training theme. Problems can be chosen according to the trainings topic.

IMPLEMENTATION

Each participant gets the list of the problems. The leader of the group submits the questions for the group: is it a problem? Is the problem possible to solve? Each participant has to divide problems of the list into 2 groups: possible to solve and impossible to solve (too general). The group of participants has to be divided into few smaller groups to discuss the individual decisions about the problem grouping. The group has to present a common decision for all group members and defend the expressed idea for the problem solving (or idea that the problem is impossible to solve). Discussion implementation: how to describe the problem, which what is impossible to solve at once? What is the way for the problem solving, is it's too broad, too general and impossible to solve in one decision?

ROLES OF PARTICIPANTS

Trainer: the leader of the group should concentrate on a problem – object, task.

Individual: think over and evaluate each problem. Be open minded for the suggestions. Prepare to provide a motivated opinion about each problems' solutions.

Group: active participation in discussion.

POSSIBLE PROBLEMS

Group discussions can become too general, non-oriented to the problem solution. The leader of the group has to be ready to give concrete questions leading to find the problem solving way. Group members can't reach the general opinion about problem solving, discussion leads nowhere. Group leader should use different group work methods to help group members to prepare few problem solution ways and discuss them.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Individuals should gain skills to analyze problems and provide motivated opinion about the possible ways to solve it. The method also can be used for group work skills development.

CRITERIA FOR SUCCESS

Productive group discussion leading to the common decision about problems breakdown/ solution way (s).

CRITERIA FOR THE RESULTS EVALUATION

Group has common decisions about problems breakdown. Participants are able to recognize possible to solve at once and general problems. Participants gain skills of the complex problem solving.

USEFULL TIPS

Problem solving skills.

RESULTS AND OUTCOMES

-

Dialogue

DURATION

Unlimited

TOOLS & RESOURCES

Classroom

Maximizes results by guiding learners to: reflect on their own experience; actively engage with the workshop content and apply it immediately; and review the relevance of what was just learned and how it applies to each learner's own situation.

Cooperation and consensus.

CRITERIA FOR THE RESULTS EVALUATION

Possible tolerance, patience, respect for differences, a willingness to listen, the inclination to admit that one may be mistaken, the ability to reinterpret or translate one's own concerns in a way that makes them comprehensible to others, the selfimposition of restraint so that others may 'have a turn' to speak, and the disposition to express one's self honestly and sincerely.

PREPARATION

Selecting the themes of dialogue.

IMPLEMENTATION

An immersive approach that maximizes results by guiding learners to: reflect on their own experience; actively engage with the workshop content and apply it immediately.

ROLES OF PARTICIPANTS

Trainer: serves as facilitator, prompting and probing to ensure the dialogue remains focused and objectives are met.
Individual: active participants in the dialogue.
Group: active participants in the dialogue.

USEFULL TIPS

Education views learners as subjects in their own learning and honours central principles such as mutual respect and open communication.

POSSIBLE PROBLEMS

Misunderstood.

RESULTS AND OUTCOMES

- agreement and consensus.
- not agreement but a common understanding.
- not a common understanding but an understanding of differences.
- little understanding but a respect across differences.
- irreconcilable and incommensurable difference.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

A successful dialogue involves a willing partnership and cooperation in the face of likely disagreements, confusions, failures, and misunderstandings.

Discussion

DURATION

2 – 4 hours

TOOLS & RESOURCES

Municipal Theater

Relevance of women in cultural and learning projects. Include dramatic arts as a resource for empowerment.

Number of participants attending, training design, level of difficulty of the content.

PREPARATION

Sit in circles.

USEFULL TIPS

Importance of theater in social development, encourage active participation as a means to related to people.

IMPLEMENTATION

The training is interactive, instructor selection and preparation plan and training facilities.

RESULTS AND OUTCOMES

Interest in the subject, enthusiasm for the course, clarity of explanations.

ROLES OF PARTICIPANTS

Trainer: mediation process, moderator.
Individual: participative.
Group: collaborative learning.

EXTRA TIPS

This method is similar to: Group discussion, Dialogue. The main feature of the method is dialogue, conversation, exchanging views and experiences on the teaching content. Formulate or reformulate ideas, assumptions or concepts, which can be performed using reflective questions or examples. The method of dialogue facilitates orientation towards a higher level of understanding, by enabling individuals to discover new meanings from its reflection. It's way of participation that encourage and develop . creative thinking. Role playing: The use of techniques such as role-playing may have a potential positive impact on the training of communication skills in students.

POSSIBLE PROBLEMS

To show reluctance to be involved.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Become part of a group, empathy, incentive.

Lecture

DURATION

40 min.

TOOLS & RESOURCES

Lecturer

A lecture is a speech by one speaker before an audience. The lecture is an excellent method when you have a lot of material to be presented in a short period of time.

- prevents the learner from responding.
- few lecturers are good speakers.
- speaker must know his subject.

PREPARATION

Lecturer prepares slides, cards and some materials to show.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

- converse time.
- can be used with large groups.
- involves use of few aids.
- can be used to add information.

IMPLEMENTATION

Use the lecture method when:

- giving information .
- the learners are already motivated.
- the speaker is skilled in using word pictures.
- when the group is too large for other methods.
- when reviewing or previewing a lesson

CRITERIA FOR SUCCESS

Motivation that is needed to learn.

CRITERIA FOR THE RESULTS EVALUATION

Discussion and questionnaire.

USEFULL TIPS

Adults can give lectures according to their experiences.

ROLES OF PARTICIPANTS

Trainer: to take attention on the lecture.

Individual: to take part in groups.

Group: to create new things and find solutions to provide high effecton.

RESULTS AND OUTCOMES

Present information about a particular subject.

Manual activity

DURATION

8 hours

TOOLS & RESOURCES

Piece of paper and pencil

Understand the fear and provide tools to confront (face up).

Participations of women without risk of social exclusion.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Increase the motivation to face up new challenges in work and social environment.

CRITERIA FOR THE RESULTS EVALUATION

Number of participants, usefulness of the workshop, effect of the learning.

USEFULL TIPS

To understand that artistic practice as a means for better development.

PREPARATION

Analysis of group composition. Work theory and practice.

IMPLEMENTATION

Practical and theoretical work to encourage and stimulate the possibilities to find a middle way between reality and wish.

RESULTS AND OUTCOMES

Level of trust, increase of participants wanting to be more involved.

ROLES OF PARTICIPANTS

Trainer: activate the emotional control, guide and motivation the learning process.

Individual: students engaged and responsible for their training.

Group: collaborative learning.

EXTRA TIPS

This method is similar to: Personal development, Self-knowledge. Achieving proper management of interpersonal relations, decision making, conflict resolution and leadership that promote training comprehensive professional future.

Memory

DURATION

30 min.

TOOLS & RESOURCES

Couple of cards for each term
One card with the term and the
second card with a picture of the
term

OBJECTIVES

Learning the computer terms and hardware components.

POSSIBLE PROBLEMS

Problems in understanding or self-contained working, deviation in brainstorming.

PREPARATION

Dividing the class into small groups.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Training of brainstorming and correlation to a provided issue, self-contained working, teamwork.

IMPLEMENTATION

Find the matching cards.

CRITERIA FOR SUCCESS

Motivation, active cooperation, teamwork.

ROLES OF PARTICIPANTS

Trainer: providing the learning content, dividing into groups, responding questions, moderation of the following discussion, possibly making suggestions for improvement.

Individual: each individual notices a quintessence to the provided learning computer-term or hardware component.

Group: each group had to put their informations into a powerpoint-presentation and explain the function of the hardware components.

CRITERIA FOR THE RESULTS EVALUATION

Homogeneous parameter (time, structure, content) and homogeneous evaluation criteria.

USEFULL TIPS

Active comprehension of the students in the computer world.

RESULTS AND OUTCOMES

Couple cards with many computer terms like a lexicon.

Memory cards

DURATION

According to the ability of learners and sessions per week

TOOLS & RESOURCES

Volunteers and teachers, Multimedia teaching tools

OBJECTIVES

Teach the language of the country to promote the integration of women immigrants.

POSSIBLE PROBLEMS

We must differentiate people who wants to learn a new language from illiterate people.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

People being able to live normally in the new country and new environment.

CRITERIA FOR THE RESULTS EVALUATION

Number of learners, level. qualitative and quantitative method.

DESCRIPTION OF IMPLEMENTATION

The training is centered on the trainer, who controls learning process.

USEFULL TIPS

Using technology and the ability to adapt images to populations that conducts the course.

RESULTS AND OUTCOMES

Basic concepts, become knowledgeable of social and work environment.

ROLES OF PARTICIPANTS

Trainer: the trainer is a guide and provides resources and follow-up support to the participants.

Individual: the learner is able to learn with the materials and with their own speed.

Group: participatory, learner's experiences are shared, participants have more freedom to learn.

EXTRA TIPS

This method is similar to: **Active learning, Constructivism.** It's a personalized method that allows a positive attitude. The student has a starring role.

Planning the profitability of the business

DURATION

30 min.

TOOLS & RESOURCES

Handouts/ pencil

OBJECTIVES

Encourage to consider the business idea and its profitability. Recognize and evaluate different factors, that have an effect on business profitability.

POSSIBLE PROBLEMS

The participants do not have the required mathematical and accounting skills.

PREPARATION

Leader of the group should introduce the importance of the business planning skills and describe the task. All participants should have the basic skills in mathematics and economy.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

The participants will have the required planning skills and will easily find out the result. The group should help each other with calculating.

IMPLEMENTATION

All participants have to get a handout with the task. The participants have to find out the answer to the question by calculating and structural/ logical thinking. After a few minutes, the participants give the possible answers. All in the group can discuss the problem in order to find a common solution.

CRITERIA FOR SUCCESS

Developed basic skills in business profit planning/ communication between participants.

CRITERIA FOR THE RESULTS EVALUATION

The result of the task. Calculating steps.

ROLES OF PARTICIPANTS

Trainer: The trainer describes the task and identifies the main problem. Leader of the group should help participants with calculations, terminology like inflation etc. Stimulates the group discussion to help the participants to find out the result of the task.

Individual: trying to calculate and find out the result of the task. help each other in the group.

Group: discusses and decides which solution is the best.

USEFULL TIPS

Business planning skills.

RESULTS AND OUTCOMES

The evaluation of calculation/ business planning skills.

Power Point – karaoke

DURATION

15 – 20 minutes per student

TOOLS & RESOURCES

Power Point – sheets, (printouts or via beamer)

OBJECTIVES

Recapitulation, consolidation of learning content.

PREPARATION

Developing / selecting power point sheets of the last seminar.

IMPLEMENTATION

Implementation e. g. by including in a method summary an transmitting it to the trainers/ teachers.

ROLES OF PARTICIPANTS

Trainer: preparation of power point – sheets, responding questions, moderation of the following discussion, possibly making suggestions for improvement.

Individual: studying the power point – sheet and thus reinforcing the content of the last instruction, giving a short lecture.

Group: recapitulation and consolidation of the content of the last instruction.

POSSIBLE PROBLEMS

Problems in understanding or self-reliance. Working, deviation to orate.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Training of recapitulation, self-contained working, abstraction of contents and giving a lecture.

CRITERIA FOR SUCCESS

Motivation, active cooperation.

CRITERIA FOR THE RESULTS EVALUATION

Homogeneous parameter (time, structure, content) and homogeneous evaluation criteria.

USEFULL TIPS

Learning (recapitulation, consolidation) by doing.

RESULTS AND OUTCOMES

Short lectures, recapitulation, consolidation of learning content.

Praxis

DURATION

Unlimited

TOOLS & RESOURCES

None

OBJECTIVES

Praxis is Greek for action with reflection. The idea of learning through practice is a widely recommended approach in teaching adults returning students who want to see how the theory relates to the practical application. one way to 'do' while learning is to set skills in the context of problem solving and to provide experiences for the learners and allow them to construct their own knowledge.

POSSIBLE PROBLEMS

Not understanding.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Independent thinking.

PREPARATION

Preparation problem to solve.

CRITERIA FOR SUCCESS

Solving the problem.

IMPLEMENTATION

Way to 'do' while learning is to set skills in the context of problem solving and to provide experiences for the learners and allow them to construct their own knowledge.

CRITERIA FOR THE RESULTS EVALUATION

Survey.

USEFULL TIPS

Constructing own knowledge.

ROLES OF PARTICIPANTS

Trainer: tutor.

Individual: participation and colaboration.

Group: exchange practical experencies.

RESULTS AND OUTCOMES

Successful problem solution.

Role playing

DURATION

45 min.

TOOLS & RESOURCES

Experiences, problems in their life, situations that can be met in business life.

OBJECTIVES

Role playing is the unrehearsed, dramatic enactment of a human conflict situation by two or more people for the purpose of analysis by the group.

PREPARATION

Subjects according to their interest, stage and materials for drama.

IMPLEMENTATION

Use role playing:

- members need to increase their understanding of opposing points of view.
- involvement of emotions aids in presenting the problem.
- trying to change attitudes.
- creating the stage for problem solving.

ROLES OF PARTICIPANTS

Trainer: to direct and to lead the group in a best way.
Individual: to encourage themselves.
Group: to be willing to take part in.

POSSIBLE PROBLEMS

- most members are reluctant to role play.
- requires some "acting" ability.
- limited in number of situations it can be used.
- members may identify participants with the problems.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

- gains immediate interest.
- may be used with groups of all sizes.
- helps members analyze situations.
- helps members identify with a problem.
- helps members "experience" other people point of view.

CRITERIA FOR SUCCESS

Willing to create.

CRITERIA FOR THE RESULTS EVALUATION

At the end of the lecture try to understand their feelings and mimics.

USEFULL TIPS

To persuade adults to do their best.

RESULTS AND OUTCOMES

To record the playing.

Scaffolding

DURATION

Unlimited

TOOLS & RESOURCES

Slideshow, paper

An instructional technique, associated with the zone of proximal development, in which a teacher provides individualized support by incrementally improving a learner's ability to build on prior knowledge. Scaffolding can be used in a variety of content areas and across age and grade levels.

Not understanding task.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Reduce the negative emotions and self-perceptions that students may experience when they get frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, or understanding they need to complete it.

CRITERIA FOR SUCCESS

Motivated to achieve the learning goals.

PREPARATION

The teacher describes or illustrates a concept, problem, or process in multiple ways to ensure understanding. A teacher may orally describe a concept to students, use a slideshow with visual aids such as images and graphics to further explain the idea.

IMPLEMENTATION

The teacher gives students a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time. To achieve the goals of a particular lesson, the teacher may break up the lesson into a series of mini-lessons that progressively move students toward stronger understanding.

CRITERIA FOR THE RESULTS EVALUATION

Open questions to be reflected on and integrated into the learner's own context.

USEFULL TIPS

Build on prior knowledge and internalize new concepts.

ROLES OF PARTICIPANTS

Trainer: coach, tutor.

Group: active participation doing tasks

RESULTS AND OUTCOMES

Good lesson.

Self-knowledge

DURATION

20 min.

TOOLS & RESOURCES

A sheet of paper and a pencil for each participant

To assess the main traits using psychological tests and understand the importance of discovering traits for the personal development.

The participant will not accept criticism or will find the description offended.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

The participant will discover the traits, which could be important in future activities planning. The participant will evaluate the test results and will compare it with his feelings.

PREPARATION

The psychological test should not be introduced in the beginning of trainings. The participant should not know that the drawing will be analyzed and evaluated individually.

CRITERIA FOR SUCCESS

Identifying the main traits important in future activity planning.

IMPLEMENTATION

All participants have to get a sheet of paper and a pencil. Leader of the group explains the task – draw a man. After the task implementation, the leader of the group reads the psychological interpretation, what each detail of drawing means.

CRITERIA FOR THE RESULTS EVALUATION

The participant should do the test individual without others help.

ROLES OF PARTICIPANTS

Trainer: the leader of the group explains the task and reads the psychological means of drawing a man in different ways.

Individual: drawing a man without any special efforts. discovering traits, which is important for personal development, understanding of personal weaknesses and strengths, planning individual life activities, doing businesses.

USEFULL TIPS

Activities planning according the honest self-evaluation.

RESULTS AND OUTCOMES

The psychological meanings of drawing a man in a different ways. Ability to use personal weaknesses and strengths for the activities planning.

Spaced lecture

DURATION

45 minutes

TOOLS & RESOURCES

Power Point Slides

A spaced lecture is a good way to incorporate active learning into a traditional lecture course. This method involves pausing during a lecture and giving the students two to three minutes to review the material related thus far and then to summarize it in the students' own words.

Not understanding the lecture, limited time.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

The learners are engaging actively with the lecture while it.

PREPARATION

Explain how the lecture will be provided.

CRITERIA FOR SUCCESS

Correct interpreting the information.

IMPLEMENTATION

This method involves pausing during a lecture and giving the students two to three minutes to summarize it in the students' own words.

Review the material related thus far and then to summarize it in the students' own words.

CRITERIA FOR THE RESULTS EVALUATION

The instructor finds out what was heard by the students.

USEFUL TIPS

Better interpreting lecture.

ROLES OF PARTICIPANTS

Trainer: giving the lecture

Individual: active interpreting the information.

Group: discussion and interpreting lecture

RESULTS AND OUTCOMES

Good grades.

Websites

DURATION

Unlimited

TOOLS & RESOURCES

Websites, internet, intranet

When designing websites for your courses, there are several factors to keep in mind. Research shows that website users do not form mental models of a site. Therefore, the integration of numerous navigational links is very important. In addition, readability of a website is very different from readability of a text. In a text, the use of white-space and short words increases read ability. On a website, the reverse increases the "scanability" or ability of readers to gain the most information from the site. Extra words and white-space simply get in the way.

Using only websites during education.

EXPECTED IMPACT ON THE INDIVIDUAL/GROUP

Doing tasks more active.

PREPARATION

Design course website.

CRITERIA FOR SUCCESS

Ability of readers to gain the most information from for example the site course.

IMPLEMENTATION

Increases the "scanability" or ability of readers to gain the most information from the site. Extra words and white-space simply get in the way.

CRITERIA FOR THE RESULTS EVALUATION

Number of visits website course.

USEFULL TIPS

Learning through internet connection.

ROLES OF PARTICIPANTS

Trainer: give course description, tutor.
Individual: doing task online.
Group: exchange information.

RESULTS AND OUTCOMES

Made exercises using websites.

CYPRUS – NICOSIA**„WOMEN FIT 4 BUSINESS“**

DURATION: 26.01.2015 – 04.04.2015.

CAPACITY: 15 hours.

TARGET GROUP: women 25+.

OBJECTIVE OF THE COURSE: encourage the participants to start their own business.

TRAINERS: Panayiotis Entafianos, Marina Nicolaou, Anna Charikli, Achilleas Koukkides, Anna Koukkides-Procopiou, Paul Koronis.

MORE INFORMATION:

<https://womenfit4business.wordpress.com/pilot-courses/nikosia-cyprus/>



ESTONIA – KUESSAARE

“THE ENTREPRENEURIAL WOMAN OF THE ISLAND OF SAAREMAA”

DURATION: 18.11.2014 – 29.01.2015.

CAPACITY: 100 hours.

TARGET GROUP: people with a lower education, a low qualification or an invalid qualification; people living in fringe areas; mothers staying at home with small children, women at 50+, who have enterprisingness and initiative to set up their own company.

OBJECTIVE OF THE COURSE: to motivate and encourage the participants to start their own business.

TRAINERS: Heli Maajärv, Margit Düüna, Evi Ustel-Hallimäe, Mai Takkis, Marvi Ehte, Ants Kuningas.

MORE INFORMATION: <https://womenfit4business.wordpress.com/pilot-courses/estonia-kuressare/>



GERMANY – KASSEL

1) COMMERCIAL QUALIFICATION FOR WOMEN (RE) ENTERING THE LABOUR MARKET

2) SPECIALIST FOR MICROSOFT OFFICE

DURATION: 29.09.2014 – 30.01.2015.

CAPACITY: 1st - 60 hours, 2nd - 480 hours.

TARGET GROUP: unemployed women.

OBJECTIVE OF THE COURSES: new qualification for (re)entering the labour market; encouraging and motivating women.

TRAINERS: Betül Sahin, Brenda Jäger, Hannelore Wernder.

MORE INFORMATION:

<https://womenfit4business.wordpress.com/pilot-courses/germany-kassel/>



LITHUANIA – PANEVEZYS

„ENTREPRENEURSHIP IS MY CAREER OPTION“

DURATION: 20.10.2014 – 07.11.2014.

CAPACITY: 30 hours.

TARGET GROUP: women and others interesting in this subject.

OBJECTIVE OF THE COURSE: encourage the participants to start their own business.

TRAINERS: Marius Tubis, Lukas Krivickas, Svetlana Lunskienė, Akvilė Žiaunienė, Vaida Juzukėnaitė, Juratė Raukštienė, Gražina Aperavičienė, Daiva Zgrabskė.

MORE INFORMATION:

<https://womenfit4business.wordpress.com/pilot-courses/lithuania-panevezys/>



POLAND – LUBLIN

"THE CV WRITING WORKSHOP"

DURATION: 1st group – 14-15 January 2015, 2nd group – 21-22 January 2015.

CAPACITY: 8 hours + 2 hours.

TARGET GROUP: unemployed women 55+.

OBJECTIVE OF THE COURSE: preparing to active search work.

TRAINERS: Jolanta Koszel, Małgorzata Kuśpit, Ewa Tyburek.

MORE INFORMATION:

<https://womenfit4business.wordpress.com/pilot-courses/poland-lublin/>



SPAIN – GIRONA

1) THEATER SEASON FOR WOMEN'S PROJECT

DURATION: 26.01.2014, 12.03.2014, 14.03.2014.

CAPACITY: 9 hours.

TARGET GROUP: women over 45 years old.

OBJECTIVE OF THE COURSE: developing and managing social skills to empower women in the workplace, labormarketplace and community.

TRAINER: Maria Mendez Barrio.

2) OVERCOME YOUR FEARS

DURATION: 05.06.2014 (two groups).

CAPACITY: 3 hours.

TARGET GROUP: women 30-50 years old from an urban area.

OBJECTIVE OF THE COURSE: encouraging, stimulating and motivating to improve their life development via art and creativity.

TRAINER: Txell Duran.

3) ART AND LITERACY

DURATION: 29.01.2015.

CAPACITY: 3 hours 30 min.

TARGET GROUP: women immigrants.

OBJECTIVE OF THE COURSE: teach catalan through art to promote the integration of women immigrants.

TRAINER: Rosa M. Falgas.

MORE INFORMATION:

<https://womenfit4business.wordpress.com/pilot-courses/spain-girona/>



TURKEY – MERSIN

"TURKISH HAND MADE CRAFT"

DURATION: 05.01.2015 – 23.01.2015.

CAPACITY: 90 hours.

TARGET GROUP: unemployed women.

OBJECTIVE OF THE COURSE: learning new skills.

TRAINERS: Hanife Gezici, Çigdem Erkovan.

MORE INFORMATION:

<https://womenfit4business.wordpress.com/pilot-courses/turkey-mersin/>



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FIT 4 BUSINESS



This e-brochure was prepared during the Grundvig partner project „Women Fit 4 Business“ realised in 2013 – 2015.

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