



Erasmus+

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O2 Research Report

Executive Summary



2019.

1. The aim of LELLE2 in the phase of O2

Aim of the project is to call attention to the importance of assessing learning skills of secondary school students and that of building learning skills (critical thinking, problem solving and managing own learning process) development into subjects. After acquiring these key competence, students are expected to receive better grades, accomplish their tasks better and faster and be motivated to reach higher. Students taking a job after secondary school expected to have higher job security due to their efficiency and their ability to acquire job-related knowledge quickly. The O2 phase main aim was to give a methodological toolkit, “*How to Teach How to Learn*” training material, which helps teachers integrating the three skills into different subjects lesson plan and latter into the school curriculum.

2. The results of O2

During the process of O2 the first phase was to develop the “*How to Teach How to Learn*” training material based on the outcome of O1. The training material which is 106 pages consists of the following parts:

1. General information and background
2. Introduction of the training
3. Objectives
4. Learning outcomes
5. Training time
6. Materials for the participants
7. List of trainers
8. List of participants
9. Training agenda
10. Training material on European learning skill
11. How to teach the teacher colleagues? Teaching and mentoring peer teachers
12. Activity resource bank

The content was a cooperation of all partners' by providing their skill improvement methods in O1. The best 10 learning skills improvement methods and techniques of each pillars (critical thinking, problem solving and managing own learning process) were further developed and elaborated by experts from Partner 1 (University of Pannonia), Partner 2 (EKU) and partner 3 (SPU). The drafted training material gave the base of the Training Activity (1) in Bratislava.

- The training material was the base of the Training Activity event which objectives were the followings:
- To get acquainted the participants with the possible methods of developing learning skills;
- To develop learning skills of trainees/participants (critical thinking, problem solving, managing own learning process);
- To prepare trainees for mentoring their colleagues in their schools;
- To prepare trainees to integrate the methods into different subjects and class lessons;
- To test the draft training material on "How to Teach How to Learn?" and collect feedback;
- To plan activities for teacher training at national level.

The *"How to Teach How to Learn"* training material was introduced in the phase of C1 in 2019 July 1-5 in Bratislava, Slovakia. During a Training Activity (C1) training material were presented to selected teachers who received training, at which they were taught how to apply the *"How to teach how learn"* material. As the outcome of the training participants became familiar with their tasks in the next steps of the project. They got ready to the "teaching" of their colleagues at the beginning of the next academic year and had an idea on the mentoring of their participating colleagues in the implementation. During the training week teachers prepared lesson plans based on the three learning skills (PS, CT, MOLP). They created a strategic plan to implement the methods, improving the learning skills in their school. Training time was 40 teaching hours (1 teaching hour lasting 45 minutes). One week before the Training Activity (C1) all participants were provided with the draft version of the *"How to Teach How to Learn"* training material.

Trainers who developed the *"How to Teach How to Learn"* training material were from P1, P2 and P3:

- UP: Dr. Edit Kővári, Tamás Kigyós
- SPU: prof. PaedDr. Silvia Pokrivčáková, PhD., Ing. Beata Menzlová
- EKV: Dr. Mária Szabó

Two teachers from each partner secondary school were selected to be Mentors and to receive teacher training. Here is the list of participants:

Máthé Imola Angella	Liceul Teoretic Téglás Gábor, Deva, Romania
Kasler Kinga	Liceul Teoretic Téglás Gábor, Deva, Romania
Ave Jõgi	Kuressaare Gymnasium, Kuressaare, Estonia
Maren Asumets	Kuressaare Gymnasium, Kuressaare, Estonia
Zsófia Fülöp	Cirkevná spojená škola MARIANUM, Komárno, Slovak Republic
Gábor Tóth	Cirkevná spojená škola MARIANUM, Komárno, Slovak Republic
Mária Erdélyi-Fodor	Béla I Secondary Grammar School, 7100 Szekszárd, Hungary
Judit Dr. Mikóné Csósz	Béla I Secondary Grammar School, 7100 Szekszárd, Hungary

After the training week trained teachers became Mentors who trained six other teachers per secondary-school institute (P4-P7) at their own schools in order to have a multiplicative effect. Teachers of P4-P7 developed lesson plans and agreed to include five different subjects in piloting the methods and skills of the three pillars based on the *"How to Teach How to Learn"* training material.

The beneficial parties of the outcome of O2 are Mentors, who are teachers received the training in Bratislava; teachers of the Training Activity, peer teachers who were trained by the Mentored teachers; students who acquire the 3 skills during the lesson.