

O4 REPORT

Pedagogical materials for learning skills development



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Executive Summary

The intellectual output 4 of the LELLE2 project is pedagogical materials prepared by the teachers involved in the project and collected for publication on the project website and on the Gateway portal. Teachers provided students learning skills development and taught in a renewed manner, based on the methods and techniques for integrating learning skills described in the teaching materials (O2) into the subjects, as well as applying new methods that they developed themselves.

Teachers used different methods to create innovative lesson plans for developing three skills: problem solving, critical thinking, and managing their own learning path. In each partner school, lesson plans were developed with the involvement of several teachers and through a number of subjects. The experts from partner universities critically assessed lesson plans and provided constructive feedback on how to improve them. All prepared and revised lesson plans were translated into five languages – English, Hungarian, Slovakian, Romanian and Estonian.

The development of lesson plans started according to the project plan in September 2019 and was to be completed in August 2020. Due to the pandemic situation, the project was extended and the new deadline for IO4 was December 2020. In the autumn semester of 2019, teachers conducted the classes as planned, but in the spring of 2020, the spread of COVID-19 drastically interrupted daily activities and schools mostly went to distance learning, and the lessons planned in the classroom had to be adapted a lot. Feedback from partner schools shows that although it was not easy, teachers managed to respond to the changed situation.

The results of O4 in numbers:

- 34 secondary school teachers from 4 countries involved in the developing process;
- 40 different lesson plans were created, using innovative methods to develop learning skills, translated into five languages, 200 lesson plans in total;
- in 2019-2020, about 80 lessons were conducted using innovative methods, applied in 4 partner schools and in 13 different subjects.

The teachers who participated in the O4 process emphasized in the feedback that the development and refinement of the lesson plans directed them to pay more attention to the lesson objectives setting and feedback, both to the students' self-esteem and to the effectiveness of their activities. The learning skills focused on the project became even more important – both critical thinking and problem solving skills, but during distance learning the need for conscious independent learning strategy and its management, ie managing one's own learning path, became particularly clear.

In conclusion, the goal of the intellectual output 4 in the project has been achieved, a wide range of pedagogical materials has been compiled and uploaded to the Gateway, which supports the development of important skills in future job and further studies. In extreme changes in the situation, this did not provide the best opportunity to compare the development of students' learning skills in test and control classes, which was also one of the aims of the project (O3), but the process certainly enriched teachers with valuable experience, new skills and innovative ideas.

The project partners found the experience of producing and using pedagogical materials very useful, despite the unexpected obstacles during the implementing process. As mentioned in one feedback: “So our life was changed, our teaching is changed, the learning process is changed and it was helpful these project because it brought to life.”

Background, aim and connections with other IOs in the project

The main goal of the LELLE2 project is to develop students' learning skills that are necessary both in the job market and in further studies: critical thinking, problem solving and managing own learning path. The development of skills is integrated into subjects and normal class lessons. Through the five phases of the project, the best teaching methods are selected, students' skills are measured, training material is prepared for teachers, and teachers create lesson plans for the use of innovative methods on the online platform Gateway.

During the phase O1, all partners collected and analysed best practices for developing these three important learning skills. The main aim of O2 phase was to give a methodological toolkit, *“How to Teach How to Learn”* training material, which introduces different methods and helps teachers integrating the learning skills into lesson plans of different subjects. Output 3 produced a learning skills assessment tool for measurement of students learning skills.

The aim of the phase O4 was to prepare a wide range of pedagogical materials for learning skills development within each regular lesson of teachers. During this period, teachers used different methods (O2) to create innovative lesson plans for developing three skills: problem solving, critical thinking, and managing their own learning path. Furthermore, activities and exercises were created to the lesson plans and all materials uploaded to Gateway (O5). In each partner school, lesson plans were developed with the involvement of several teachers and through a number of subjects. All lesson plans were translated into five languages. These pedagogical materials, prepared by the secondary school teachers involved in the project under the guidance of university experts, are output 4.

Work process during IO4 development and results

The development of lesson plans started according to the project plan in September 2019 and was to be completed in August 2020. Due to the pandemic situation, the project was extended and the new deadline for IO4 was December 2020.

During the O2 training, a lesson plan template was developed, and all partners translated it into their national language (ANNEX 1). Mentor teachers from each school who took part in the training in Bratislava in July 2019 provided training in their schools based on the “How to teach, how to learn” training material before the school year (see agendas in ANNEX 3). Teachers integrated new innovative methods into the lesson plans of their different subjects, using the training material and also introducing some of their own methods or techniques for developing learning skills – critical thinking, problem solving and managing own learning process. The teachers practiced their lesson plans in the test classes participating in the LELLE2 project and, based on the experience gained, supplemented and adjusted their lesson plans. The partner schools had teams of teachers involved in the project, 7-10 teachers in each school exchanging ideas and experiences.

During the winter of 2019/2020, experts from partner universities critically assessed lesson plans and provided constructive feedback on how to improve them, joint consultations were also held with some schools. Teachers reworked their lesson plans and the revised plans were uploaded to the Nextcloud, a common project environment. Next, all prepared lesson plans were translated into five languages – English, Hungarian, Slovak, Romanian and Estonian.

Each partner school had drawn up 10 lesson plans, so there were 40 different plans in the database for developing learning skills, bringing the total to 200 in five different languages. More than 10 different subjects were covered: foreign languages, Hungarian grammar, literature, history, art history, chemistry, biology, math, social subjects, digital culture, physical education, career education, form teacher’s lesson.

In June 2020, LELLE2 – European Learning Skills Development Gateway Training for Teachers took place. ECU conducted online training for partner school teachers and shared User Guides

O5 Gateway. All lesson plans and related exercises were compiled and uploaded in the autumn semester 2020 to the Gateway portal (O5), which can be used publicly by anyone. In the last period of the project, the partners will continue to add some exercises to the portal, new lesson plans will also be welcome if the partners have good ideas.

In the autumn semester 2019, teachers were able to conduct classes as planned, but in the spring of 2020, the spread of COVID-19 drastically interrupted day-to-day activities and schools mostly switched to distance learning, some of which continued online in the following academic year as well. This meant that the lessons planned for the classroom had to be adapted a lot, especially when it came to group work or direct communication / discussions. Feedback from the partner schools shows that although it was not easy, the teachers managed to adapt the lesson plans according to the situation (see feedback in ANNEX 4). It was not possible to follow the lesson plans in distance learning as described in detail, but it was important to use those methods and techniques, different elements that developed the desired learning skills. Thus, descriptions of methods and different ideas gained more value than thorough and detailed descriptions of lessons on the topic.

In their feedback, all partner schools found the lessons planning process and outcome, as well as the experience of adapting to the changes in the unexpected crisis, very useful. The results in numbers:

- 34 secondary school teachers from 4 countries involved in the developing process;
- 40 different lesson plans were created, using innovative methods to develop learning skills, translated into five languages, 200 lesson plans in total;
- in 2019-2020, about 80 lessons were conducted using innovative methods, applied in 4 partner schools and in 13 different subjects.

The LELLE2 project team constantly monitored and supported the process, and the progress of the activities was discussed at each international project meeting. Unfortunately, only the first discussion introducing IO4 was held offline in Estonia in October 2019, the next meetings took place online due to the restrictions of the pandemic, but the communication was close nonetheless.

Conclusions

The project partners found the experience of producing and using pedagogical materials very useful, despite the unexpected obstacles during the implementing process (detailed feedback from all partners in ANNEX 4).

The changed situation forced the teachers to be more flexible, the descriptions of teaching and learning methods and the different innovative ideas gained more value than the detailed descriptions of the lesson topic. It was also one aspect of criticism from partner university experts about the development of lesson plans that teachers are used to focusing mainly on transmission the content of their lessons and cannot pay enough attention to the development of learning skills on how to acquire this subject knowledge.

The teachers who participated in the O4 process emphasized in the feedback that the development and refinement of the lesson plans directed them to pay more attention to the lesson objectives setting and feedback, both to the students' self-esteem and to the effectiveness of their activities. The need for more flexibility and adaptation to change encouraged teachers to look more creatively for new, different solutions. As mentioned in one feedback: “digital teaching encouraged all of us to be more creative and modify the lesson plans that were originally planned for contact lessons in the classroom”.

During the process, the learning skills focused on the project became even more important – both critical thinking and problem solving skills, but during distance learning the need for conscious independent learning strategy and its management, ie managing one's own learning path, became particularly clear. Feedback from project partners found that managing one's learning path needs the greatest development in the learning skills. Teachers gave feedback that they did not actually have good enough skills to develop this skill themselves. Moreover, they would need more knowledge and confidence in managing their own learning / development path. It can be said that as a result of the project, schools will pay more attention to the development of this skill in the future, both for the development of the skills of students and teachers.



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In conclusion, the goal of the intellectual output 4 in the project has been achieved, a wide range of pedagogical materials has been compiled and uploaded to the Gateway, which supports the development of important skills in future job and further studies. In extreme changes in the situation, this did not provide the best opportunity to compare the development of students' learning skills in test and control classes, which was also one of the aims of the project, but it certainly enriched teachers with valuable experience, new skills and innovative ideas.

As mentioned in one feedback: "So our life was changed, our teaching is changed, the learning process is changed and it was helpful these project because it brought to life."

Annexes

ANNEX 1: Lesson plan templates in all languages

ANNEX 1-1: English

Title of activity	
Competence	
Annotation To specify the content of the activity, max. 400 words (spaces included)	
Objectives (<i>Main objective</i> : what shall be achieved, what the overall result/outcome of the activity shall be. <i>Specific objectives</i> – what shall be achieved in each phase/part of the activity To formulate the objectives in the 3 rd person singular, e.g. <i>Learner can identify...</i> ; <i>Learner knows...</i> ; <i>Learner can...</i> ; <i>Learner distinguishes...</i>)	
Methods	
Organizational forms To indicate all organizational forms used in the activity, e.g. <i>frontal, group work, cooperative work, individual work, in specialized class, outside the classroom...</i>	
Duration To indicate the exact duration of the whole activity (it does not have to take only 1 lesson to carry out the activity)	
Resources/Aids To specify/to list all resources and aids used to carry out the activity (images, graphs, tables, worksheets, etc. shall be attached)	

<p>Implementation of the activity in the educational process To indicate the educational areas, subjects, cross-cutting themes – where the implementation of the activity is possible</p>	
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Didactic process of activity	
<p>To give a detailed didactic-methodical description of the activity itself (e.g. content, procedure, actions carried out by the teacher, student, methodical procedure) To give the teacher's instructions, questions, tasks for the student</p>	
<p>Phases/parts of the activity To specify the different phases (e.g. <i>evocation, awareness, reflection/motivation, exposure, fixation, diagnosis...</i>), or parts of the activity (e.g. <i>introduction, main part, final part</i>)</p>	
<p>Conclusions, recommendations To give e.g. recommended conditions for the implementation of the activity, or other recommendations, observations (as appropriate)</p>	

Evaluation	
<p>Self-reflection (Student) Students briefly reflect on the activity from their own perspective, what impact the activity had on shaping their opinion</p>	
<p>Assessment (Student – teacher)</p>	

Students assess the learning process management done by the teacher within the activity	
Evaluation of the activity from the teacher's perspective Evaluation of the activity in terms of fulfilling the main objective	

Attachments	
Attachment All attachments shall be numbered (e.g. <i>Annex 1</i> , <i>Annex 2</i>), the name of the attachment may also be given if appropriate	

ANNEX 1-2: Hungarian

Feladat címe	
Képesség	
A feladat rövid leírása A tevékenység tartalmának meghatározásához max. 400 szó (szóközzel)	
A feladat célja(i) <i>Fő célkitűzés:</i> mit kell elérni, milyen általánosan megfogalmazható eredményre számítunk a feladat elvégzésével <i>Konkrét cél(ok)</i> - mit kell elérni a tevékenység minden szakaszában / részében A harmadik személyben fogalmazzunk, (pl. A tanuló be tudja azonosítani...; A tanuló meg tudja különböztetni ...)	
Módszer(ek)	
Szervezési formák A feladatban használt összes szervezési forma, pl. frontális, csoportos munka, kooperatív munka, egyéni	

munka, speciális osztályban, az osztálytermen kívül stb.	
Időtartam Az egész tevékenység megbecsült időtartamának jelzése (a feladat elvégzéséhez nem szükséges csak 1 tanítási órát (45 perc) venni alapul)	
Források / segédletek A feladat elvégzéséhez használt összes forrás és segédeszköz felsorolása és csatolása az óratervhez (képek, grafikonok, táblázatok, munkalapok stb.)	
A feladat meghatározása az oktatási folyamatban Jelölje meg az oktatási területeket, tárgyakat, átfogó témákat - ahol lehetséges a feladat megvalósítása.	

A feladat tanítási folyamata	
A feladat részletes oktatás-módszertani leírása (pl. tartalom, módszertani eljárás, érthető instrukció, kérdések és feladatok a tanuló számára)	
A feladat fázisai / részei A különböző fázisok (pl. előhívás, tudatosság, reflexió / motiváció, expozíció, rögzítés, elemzés) vagy a feladat egyes részeinek (pl. bevezetés, fő rész, levezetés) meghatározása.	
Következtetések, ajánlások Pl. a feladat végrehajtásának javasolt feltételei, vagy egyéb ajánlások, észrevételek (amennyiben releváns)	

Értékelés	
Önreflexió (Tanuló) A diákok saját szemszögéből röviden reflektálnak a	

feladatra; milyen hatással volt a feladat a véleményük alakulására	
Értékelés (Tanuló- Tanár) A diákok értékelik, hogyan kezelte a tanár a tanulási folyamatot a feladat során.	
A feladat értékelése a tanár szempontjából A feladat értékelése a fő célkitűzés teljesítése szempontjából	

Mellékletek a feladatokhoz	
Mellékletek Minden mellékletet számozni kell (pl. 1. melléklet, 2. melléklet), célszerű a melléklet nevét is megadni.	

ANNEX 1-3: Estonian

Ülesande nimetus	Õpileping (karjääriõpetuses)
Pädevus	
Lühitutvustus Tegevuse sisu täpsustus, kuni 400 sõna (koos tühikutega)	
Eesmärgid (<i>Peamine eesmärk</i> : mida tuleb saavutada, milline on tegevuse üldine tulemus. <i>Otsesed eesmärgid</i> – mida tuleb saavutada tegevuse igas etapis. Eesmärgid sõnastada ainsuse 3. pöördes, nt <i>Õppija oskab tuvastada...; Õppija teab...; Õppija suudab...; Õppija eristab...</i>	
Meetodid	

<p>Töövormid Kõik töövormid, mida ülesandes kasutatakse, nt <i>üleklassitöö, rühmatöö, ühistöö, individuaalne töö, töö eriklassis, väljaspool klassiruumi...</i></p>	
<p>Kestus Kogu tegevuse täpne kestus (ei pea olema piiratud ainult 1 tunniga)</p>	
<p>Ressursid/abivahendid Tegevuse läbiviimiseks kasutatavate ressursside ja abivahendite loend (pildid, graafikud, tabelid, töölehed jne).</p>	
<p>Tegevuse rakendamine õppeprotsessis Õppevaldkonnad, õppeained ja läbivad teemad, kus tegevuse rakendamine on võimalik.</p>	

Tegevuse didaktiline protsess	
<p>Tegevuse üksikasjalik didaktilis-metoodiline kirjeldus (nt sisu, protseduurid, õpetaja, ja õpilase toimingud, metoodika). Õpetaja poolt õpilastele antavad juhised, küsimused ja ülesanded.</p>	
<p>Tegevused etapid/osad Tegevuse erinevad etapid (nt <i>häälestamine, teadlikkus, refleksioon / motivatsioon, varasem kokkupuude, fikseerimine, diagnoosimine...</i>) või osad</p>	

(nt sissejuhatus, põhiosa, lõpposa).	
Järeldused, soovitused Tegevuse rakendamise soovituslikud tingimused või muud soovitused ja tähelepanekud (vastavalt vajadusele).	

Hindamine	
Eneserefleksioon (Õpilane) Õpilased reflekteerivad tegevust lühidalt oma vaatenurgast, millist mõju see nende arvamuse kujunemisele avaldas.	
Hindamine (Õpilane – õpetaja) Õpilased hindavad ülesande raames toimunud õppeprotsessi juhtimist õpetaja poolt.	
Hinnang tegevusele õpetaja vaatenurgast Tegevuse hindamine peaaesmärgi täitmise osas.	

Lisad	
Lisa Manused nummerdatakse (nt <i>Lisa 1</i> , <i>Lisa 2</i>), vajadusel lisatakse nimetud.	

ANNEX 1-4: Slovakian

Názov aktivity	
Kompetencia	

Anotácia Uviesť obsah aktivity, max. 400 slov (vrátane medzier)	
Ciele <i>(Hlavný cieľ: čo sa má dosiahnuť, aký bude celkový výsledok aktivity.</i> <i>Špecifické ciele – čo sa má dosiahnuť v jednotlivých fázach/častiach aktivity).</i>	
Metódy	
Organizačné formy Uviesť všetky organizačné formy použité v aktivite, napr. <i>frontálna, skupinová práca, kooperatívna práca, individuálna práca v špecializovanej triede, mimo triedy...</i>	
Trvanie Uviesť presné trvanie celej aktivity (vykonanie aktivity nemusí trvať iba 1 hodinu)	
Zdroje/pomôcky Uviesť/vymenovať všetky použité zdroje a pomôcky pre vykonanie aktivity (priložiť obrázky, grafy, tabuľky, pracovné hárky atď.)	
Realizácia aktivity vo vzdelávacom procese Uviesť vzdelávacie oblasti, predmety, prierezové témy, pri ktorých je možná realizácia aktivity	

Didaktický proces aktivity	
Poskytnúť podrobný didakticko-metodický opis samotnej aktivity (napr. obsah, postup, činnosti učiteľa, žiaka, metodický postup)	



Uviesť pokyny učiteľa, otázky, úlohy pre žiakov	
Fázy/časti aktivity Uviesť jednotlivé fázy (napr. <i>evokácia, vedomie, reflexia/motivácia, expozícia, fixácia, diagnóza....</i>) alebo časti aktivity (napr. <i>úvod, hlavná časť, záverečná časť</i>)	
Záver, odporúčania Uviesť napr. odporúčané podmienky pre implementáciu aktivity, alebo ďalšie odporúčania, pozorovania (podľa vhodnosti)	

Hodnotenie	
Sebareflexia (Žiak) Žiaci stručne pouvažujú nad aktivitou z vlastného pohľadu. Aký dopad mala aktivita na formovanie ich názoru?	
Hodnotenie (žiak – učiteľ) Žiaci zhodnotia riadenie procesu vzdelávania učiteľom v rámci danej aktivity	
Hodnotenie aktivity z pohľadu učiteľa Hodnotenie aktivity z hľadiska splnenia hlavného cieľa	

Prílohy	
Príloha Všetky prílohy sú číslované (napr. <i>Príloha č. 1, Príloha č. 2</i>), v prípade potreby je možné uviesť aj názov prílohy	

ANNEX 1-5: Romanian

Titlul activității	Lectură ghidată în ora de limbă rusă
Competență	
Notă explicativă Să specifice conținutul activității, în max. 400 cuvinte (cu spații incluse)	
Obiective <i>(Obiectiv central: ce aspect va fi atins, care va fi rezultatul/ efectul global al activității.</i> <i>Obiective specifice – ce aspect va fi îndeplinit în fiecare fază/parte a activității.</i> Să formuleze obiectivele la persoana a treia singular, de ex. <i>Elevul identifică ...; Elevul cunoaște ...; Elevul poate să ...; Elevul distinge ...)</i>	
Metode	
Forme de organizare a elevilor Să indice toate formele de organizare utilizate pe parcursul activității, de ex. <i>frontală, muncă pe grupe, muncă de cooperare, muncă individuală, în cadrul unei clase cu profil specializat, în afara sălii de clasă ...</i>	
Durata Să indice durata exactă a întregii activități (desfășurarea activității poate dura mai mult de o lecție)	
Resurse/ Auxiliare Să specifice/ să enumere toate resursele și mijloacele auxiliare utilizate pentru desfășurarea activității (se vor atașa imagini, grafice, tabele, fișe de lucru etc.)	
Implementarea activității în cadrul procesului educațional	

Să indice materiile, subiectele, ariile cross-curriculare educaționale – acolo unde implementarea activității este posibilă	
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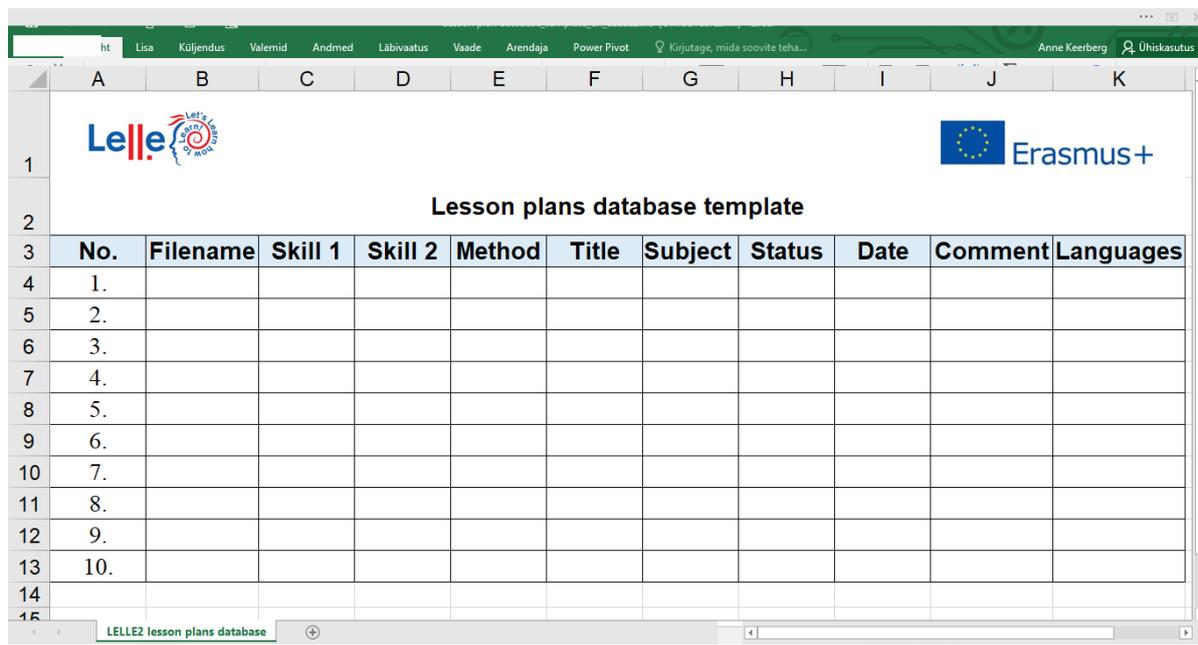
Procesul didactic al activității	
Să ofere o descriere metodico-didactică a activității în sine (de ex. conținut, procedură, intervențiile profesorului, procedură metodologică) Să menționeze instrucțiunile, întrebările și sarcinile prezentate de către profesor elevului	
Etape/ secvențe ale activității Să specifice etapele diferite (de ex. <i>evocarea, conștientizarea, reflecția/motivația, expunerea, fixarea, diagnosticarea...</i>), sau secvențele activității (de ex. <i>introducerea, partea principală, partea finală</i>)	
Concluzii, recomandări Să ofere condiții recomandate pentru implementarea activității, sau alte recomandări, observații specifice	

Evaluare	
Introspecție (Elev) Elevii reflectează asupra activității din perspectivă proprie; ce impact a avut activitatea asupra formării opiniei lor	
Evaluare (Elev – profesor) Elevii evaluează modul în care profesorul a desfășurat procesul predării în cadrul activității	

<p>Evaluarea activității din perspectiva profesorului Evaluarea activității în ceea ce privește atingerea obiectivului central</p>	
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Anexe și materiale auxiliare	
<p>Anexe și materiale auxiliare Toate documentele atașate vor fi enumerate (de ex. <i>Anexa 1, Anexa 2</i>); de asemenea, se poate menționa denumirea documentului atașat</p>	

ANNEX 2: Lesson plan database template



No.	Filename	Skill 1	Skill 2	Method	Title	Subject	Status	Date	Comment	Languages
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

ANNEX 3: Partner schools training agendas

ANNEX 3-1: IBELA

Teacher Training Agenda	
26th-27th August, Szekszárd	
Day 1 – Monday, 26th August 2019	
Welcome	
14.30	Welcome Signing Attendance Sheets Providing Technical Information Schedule of the 2-day Teacher Training Introduction to the Project
Creating Urgency – AIDA/Attention	
14.45	Introduction to the Training (tasks for participants during the training, mentoring, reflecting, etc.) Sisyphus Photos and Summary of Bratislava Mentor Training in July
Creating Urgency – AIDA/Interest	
15.05	Mind-map (memories about the Project) 3 pillars + methods
Creating Urgency – AIDA/Interest	
15.30	Ideal school (envelope-shape: Ideal; Béla; Béla with LELLE2)
Tasks for the academic year	
16.00	- lesson plans - tests - students Questions: ???
Coffee Break	
How Do You Feel?	
16.45	Emotional Log
MOLP – Simple Method	
17.15	Story Telling + mini SWOT Analysing the lesson plan Let's write a lesson plan together

Summing up the Day, Deadlines	
20.00	Summing up the Day, Deadlines

Day 2 – Monday, 27th August 2019	
Welcome	
9.00	Welcome Signing Attendance Sheets LELLE2 Booklet
Critical Thinking – Simple Method	
9.15	Adverts Analysing the lesson plan
Coffee break	
Critical Thinking – Simple Method	
10.45	Let's write a lesson plan together
Lunch break	
Problem Solving – Simple Method	
13.00	Money Analysing the lesson plan
Coffee break	
Problem Solving – Simple Method	
14.15	Let's write a lesson plan together
Coffee break	

MOLP – Complex Method	
15.45	LELLE2 SWOT Conclusions
Coffee break	
MOLP – Complex Method	
16.45	Mindmap – Learning How to Learn (Form Teacher’s Lessons)
Summing up the Day, Deadlines	
18.30	Summing up the Day, Deadlines

ANNEX 3-2: KG

TEACHER TRAINING IN KURESSAARE GYMNASIUM August 27-28 2019

Mentors: Maren Asumets, Ave Jõgi

I Training plan

Day 1 10.00-15.00

- 10.00 Introduction to the Lelle project
- 10.10 Feedback and overview of Bratislava training
- 11.00 Objectives for the year ahead (introduction to lesson plans)
- 11.10 Brainstorming (group work) – How Lelle works at our school
- 11.30 Coffee break
- 11.45 Brainstorming, presentation of group work
- 12.00 Critical thinking – introduction, goals
- 12.10 Examination of materials
- 12.30 Trying out sample methods (guided reading, T-table)
- 13.15 Coffee break
- 13.30 Trying out sample methods (time axis, cinquain)
- 14.30 Discussions in groups, feedback and summary of Critical thinking

Day 2 10.00-14.00

- 10.00 Problem solving – introduction, goals
- 10.10 Examination of materials
- 10.30 Trying out sample methods (Learning from mistakes, Comparison of models, Problem Based Learning)
- 11.30 Coffee break
- 11.45 Trying out sample methods (Analysis of problems through songs)
- 13.15 Coffee break
- 13.30 Discussions in groups, feedback and summary of Problem solving
- 14.00 Evaluation (Assessment student – teacher, self-reflection, evaluation of the activity from the teacher's perspective)
- 14.30 Selecting classes and teachers for Lelle project and control classes to test

The next training 24 September 2019 (MOLP, lesson plans)

ANNEX 3-3: MARIANUM

A tanár kollégák számára tartott tréning tervezete

Időbeosztás

2019. 08. 21.	bevezető 10 perc
2019. 08. 22.	6 óra
2019. 08. 23.	2 óra
2019. 08. 30.	2 óra
2019. 09. 02.	2 óra

Programtervezet

2019. 08. 23.

motivációs 10 perc, cél: meggyőzni minél több kollégát, hogy ott a helye a másnapi tréningünkön (akár a LELLE 2 projektben közvetlenül nem érintettek is jöhetnek minél többen)

Előadói forma: pecha-kucha¹

Felelős: Tóga

1. tréning: LELLE, CT (6 óra)

Idő	Történes	Eszközök	Felelős ill. vezető
8:00 - 8:15	Köszöntő Marcsi színes szalagjainak bemutatása (az 1. szelet kifestése)	Papírszalagok, színes ceruzák	Zsófi, Tóga
8:15 - 9:00	Dramajátékok Cél: "icebraking", jó hangulat megalapozása, csoportkohézió erősítése, az agyak megtisztítása a napi gondoktól, a közös gondolkodás és kommunikáció megalapozása	székek	Tóga
9:00 - 9:05	Marcsi-szalag 2. szelete	I. fent	
9:05 - 9:50	A sikertelen emberek ismertetői Cél: a hozott tudás fontosságának hangsúlyozása (sok amatőr tudása felér egy profiéval), megteremteni az alapját egy sikerről szóló beszélgetésnek Egyéni feladat: Készíts egy 5 pontból álló listát arról, hogy mik egy sikertelen ember legfontosabb jellemzői! (5 min) Páros feladat: A meglévő listáitok alapján készítsetek egy közös 6 pontból álló listát a témában! (5 min) Kiscsoportos feladat (4 fő): A meglévő "páros" listáitok alapján készítsetek egy közös 8 pontból álló listát a témában! (5 min) Nagy csoportos feladat: Az egész csoport készítsen egy közös 10 pontból álló listát a táblára! (5 min) A csoport listájának összevetése a forráscikkkel? Mik a sikeres ember jellemzői? (A táblán levő állítások negálása közösen) Csoportos beszélgetés: Mik a sikeres pedagógus jellemzői? Mit jelent a pedagógiai siker? Mik a feltételei a pedagógiai sikernek? Miből fakadhat öröm egy pedagógus számára?	Papírlapok, tollak Tábla, kréta	Tóga
9:50 - 9:55	Marcsi-szalag 3. szelete		

¹ https://hu.wikipedia.org/wiki/Pecha_Kucha

² https://divany.hu/eletem/2019/07/26/sikertelen-emberek/?utm_source=index.hu&utm_medium=doboz&utm_campaign=link Aug. 22-ig esetleg keresni picit komolyabb forrásszöveget :) Vagy nem ☺

9:55 - 10:05	Szünet	kávé, pogácsa, frissítő	Iskolavezetés
10:05 - 10:25	A LELLE 2 projekt bemutatása Frontális prezentáció (minél több információ átadása minél rövidebb idő alatt). Diákok mérése, kötelezettségek (6 óra/fő fotózva, kidolgozott órateranggal), módszertani beszélgetések-ötletelések alkalmi, kerekasztal szervezése, budapesti konferencia Phil Collinsszal stb. Folyamatos buzdítás a projekt hasznosságáról és örömeiről, ill. arról, hogy megéri a befektetett energia.	Projektor, vászon, elkészített prezentáció	Zsófi
10:25 - 11:10	A pozsonyi cinquain órák megismétlése A cinquain versforma bemutatása, reneszánsz személyiségek kártyáinak kiosztása, szövegek elolvasása, feldolgozása (20 min), cinquain-ek felolvasása, verseny, kötött mondatkezdéses visszajelzés ("Ezen a foglalkozáson azt tanultam meg..." ill. "Ez a foglalkozás azt erősítette meg bennem, hogy...")	Reneszánsz személyiségek kártyái, csomagolópapír az időtengellyel, gyurmárgasztó, wifi, mobiltelefonok, papír, toll,	Zsófi
11:10 - 11:20	A LELLE 2 kézikönyv CT módszereinek bemutatása Tömör prezentáció a további módszerekről. Közben elmondjuk, hogy ezek a módszerek nem kézikönyvekből kerültek ide, hanem a projektbe bekapcsolódott kollégák küldték őket be. Pl. Az előbb használd cinquaint az iskolánk tanárai (Gabika és Endre)	Projektor, vászon	Zsófi
11:20 - 11:50	Fórum Miért fontos a kritikai gondolkodás? Hogyan építhető be a tanóráinkba? Nevezzünk meg néhány tananyagot, amelynek tanításakor fejlesztheti ill. már fejleszti ezt a képességet. Mik lehetnek a kritikai gondolkodás fejlesztésének formái, eszközei, a felsoroltakon kívül további módszerei?		Zsófi, Tóga
11:50 - 11:55	Marcsi-szalag 4. szelete		
11:55 - 12:15	Szünet		
12:15 - 12:30	Drámajátékok Eddigre feltételezhetően kicsit megfeneklik a munka, fáradtság lesz úrrá a résztvevőkön, úgyhogy fel kell pörgetnünk az eseményeket		Tóga
12:30 - 13:15	SWOT A LELLE 2 projekt hatása az iskolánkra.	Flipchart, filctollak	Zsófi, Tóga
13:15 - 13:25	Marcsi-szalag 5. szelete + szalagokból a patchwork összeállítása		
13:25 - 14:00	Visszacsatolások, a nap értékelése A szalagokra festett mintáktól indulva a nap értékelése		Zsófi, Tóga

2. tréning: PS (2 óra)

Idő	Történes	Eszközök	Felelős ill. vezető
10:00 - 10:15	Köszöntő + drámajátékok A hangulat megalapozása, icebreaking		Tóga
10:15 - 10:30	Beszélgetés Észrevételek, megjegyzések, kérdések az előző nappal kapcsolatban		Zsófi, Tóga
10:30 - 10:50	A LELLE PS módszereinek bemutatása Prezentáció a problémamegoldásról, a LELLE PS módszerei		Zsófi
10:50 - 11:35	Problémamegoldás Páros feladat. (Túl sok résztvevő esetén kiscsoportos feladat) Adottak a LELLE projekt iskolánkra vonatkozó kötelezettségei. Tervezzétek meg, hogyan lehetne minél jobban kivitelezni a projektet intézményünkben. A terv tartalmazza az összes feladat	Naptárak, a projekt feladatainak check-listje minden csoport	Zsófi, Tóga

	megvalósításának menetét, időbeosztásokat, felelősök neveit. Ha felmerülnek extra ötletek, szívesen vesszük őket. Készítsetek posztert a tervről	számára, csomagolópapír, filctollak, gyurmaragasztók	
11:35 - 11:50	A poszterek bemutatása		Zsófi, Tóga
11:50 - 12:00	Visszacsatolások, értékelés		Zsófi, Tóga

3. tréning: MOLP (2 óra)

Idő	Történes	Eszközök	Felelős ill. vezető
10:00 - 10:15	Köszöntő + drámajátékok A hangulat megalapozása, icebreaking		Tóga
10:15 - 10:35	Beszélgetés Kinek mi a legutóbbi/legfontosabb tanulási élménye? Ki milyen fontos tudásra tett szert az elmúlt időszakban? Hogyan történt? Miért fontos a LLL? Hogyan tanítható? Milyen módszereit ismerjük/használjuk/próbáltuk ki már?		Zsófi, Tóga
10:15 - 10:35	A LELLE MOLP módszereinek bemutatása Prezentáció az önálló tanulás fontosságáról, fejlesztéséről, a LELLE MOLP módszerei		Zsófi
10:35 - 11:35	Egy önálló tanulást elősegítő aktivitás megtervezése Páros feladat. Készítsetek tervet a diákok számára olyan aktivitásról/projektről/csoportmunkáról, amelynek megvalósítása során önállóan tanulnak meg valamit.	Papírok, íróeszközök, csomagolópapír, filctollak, gyurmaragasztók	Zsófi, Tóga
11:35 - 11:50	A poszterek bemutatása		Zsófi, Tóga
11:50 - 12:00	Visszacsatolások, értékelés		Zsófi, Tóga

4. tréning (2 óra)

Idő	Történes	Eszközök	Felelős ill. vezető
10:00 - 10:15	Köszöntő + drámajátékok A hangulat megalapozása, icebreaking		Tóga
10:15 - 11:30	Óraterv elkészítése Páros feladat. Készítsétek el egy vagy két 45 perces foglalkozás tervét a CT ill. PS módszereinek használatára. A terv lehetőleg legyen "bevetésre kész" (így magunkkal, a projekttel, és végső soron a diákokkal is jó teszünk). A párosok legyenek lehetőleg ugyanolyan vagy közeli szakpárosításúak.		Zsófi, Tóga
11:30 - 11:50	A tervek tömör bemutatása		
11:50 - 12:00	Értékelés, visszacsatolások		

ANNEX 3-4: TEGA

TANÁROK KÉPZÉSE TÉGLÁS GÁBOR ELMÉLETI LÍCEUM, DÉVA PROGRAM

2019. augusztus 29.

8:45 Regisztráció

9:00 Kocsis Attila Levente igazgatóúr bátorító beszéde

9:15 Rövid beszámoló a Pozsony-i Oktatói tréningről (Máthé Imola, Kasler Kinga)

9:30 Elvárások- félelmek a képzéssel kapcsolatosan- gyakorlat

Miért fontos a tanulási készségek fejlesztése a középiskolában? – ötletbörze (M. Imola)

10:00 A kritikus gondolkodási készség fejlesztése - elmélet, módszerek a LELLE2-ben. Saját példáink a kutatásban. Bevezetés, beszélgetés. (M.Imola)

10:45 Kávészünet

11:00 A kritikus gondolkodás fejlesztése tanórán - gyakorlati példa (K. Kinga)

12:00 Fórum beszélgetés a tanárok visszajelzései alapján. Hogyan alkalmazható a gyakorlat a saját tanóráikon belül?

12:45 Ebéd

13:30 Saját tanulási folyamat menedzselése - Személyes SWOT elemzés – a LELLE2 SWOT elemzése (M.Imola)

14:30 Napi összefoglalás, értékelés

15:00 Befejezés

2019. augusztus 30.

9:00 Induljon jól a nap! Érzelmi hőmérés (M. Imola)

9:30 A problémamegoldási készség fejlesztése- elmélet, módszerek a LELLE2-ben. Saját példáink a kutatásban. Bevezetés, beszélgetés (M. Imola)

10:15 Kávészünet

10:30 A problémamegoldási készség fejlesztése tanórán - gyakorlati példa (K. Kinga)

12:00 Fórum beszélgetés a tanárok visszajelzései alapján. Hogyan alkalmazható a gyakorlat a saját tanóráikon belül?

12:45 Ebéd

13:30 Hogyan írjunk lecketervet? (M. Imola)

13:45 Lecketervírás- gyakorlati foglalkozás

14:45 Napi összefoglalás, kiértékelés. Jövőbeli tennivalók megbeszélése.

15:00 Befejezés

ANNEX 4: Intellectual output O4 report from all partners

ANNEX 4-1: IBELA

O4 Report for LELLE2 High School Partners	
Pedagogical materials for learning skills development	
Implementation period:	01.09.2019 – 31.01.2021
Name of the organisation:	P7: Béla I Secondary Grammar School, Dormitory and Primary School, Szekszárd

1. How many teachers has been involved into the development of LELLE2 Pedagogical materials (sample subject syllabi & lesson plans)?

Nine teachers were involved in the development of the pedagogical materials.

Mónika Cselinác – Hungarian Grammar and Literature; English
 Mrs Ferenc Csizmazia – Hungarian Grammar and Literature; Drama
 Judit Dr Mikóné Csósz – Hungarian Grammar and Literature; English
 Mária Erdélyi-Fodor – English; Russian
 Szabolcs Farkas – Digital Culture
 Tünde Hodovánné Billibók – English
 Zoltán Kovács – Arts & Media
 Erzsébet Schultzné Pem – Mathematics
 Orsolya Somogyvári – Biology

In the Academic year of 2020/2021 only five teachers remained in the LELLE2 Team of Béla I.

2. What kind and how many lessons were held?

Each teacher held 4 lessons until 15th March 2020 (altogether 38 lessons out of the planned 54 lessons).

They held Hungarian Grammar and Literature, English, Digital Culture, Arts, Mathematics and Biology lessons.

Due to pandemic circumstances from 16th March 2020 schools started online teaching and LELLE2 project has been modified – from April 2020 the project has been postponed and in September 2021 it was restarted.

In the Academic year of 2020/2021 there are just 5 teachers remained in LELLE2 project, as in the new academic year one of the previous LELLE2 Team members had left the secondary grammar school, one had gained the position of Deputy Head of the secondary grammar school and two of them had no lessons in the 11th year (the research group). Therefore only four teachers improved the students' three pillar skills from October to November during 21 lessons in Hungarian Grammar and Literature, English, Biology and Form Teacher's lessons.

During the lessons until 15th March 2020 one of the three skills (Problem solving, Critical thinking, Managing own learning process) were developed and highlighted by the LELLE2 Team of Béla I.

From October until the end of November the lessons mostly designed in a way to develop all three of the highlighted skills – Problem solving, Critical thinking, Managing own learning process, but one of these skills was more dominant than the others in most tasks.

From the 11th November, due to the pandemic circumstances we had to work online again. Teachers implemented and modified the lesson plans to the new, online situation.

During the whole O4 period teachers used the lesson plans planned by themselves, their colleagues in Béla I and the project partners from other countries (shared in NextCloud). They implemented and modified a few lesson plans that were originally meant for other subjects.

3. How were the lesson plans applied? How did you build new ideas into your skills development activities and make necessary changes in teaching methods?

Teachers of LELLE2 Team of Béla I Secondary Grammar School, Dormitory and Primary School made desktop research on the lesson plans shared by the partners in NextCloud, later on Gateway.

Teachers used those lesson plans which they considered to be appropriate for the curriculum regarding their topics.

It happened several times that they could not keep to the timeframe indicated in the lesson plan (e.g. jigsaw reading on the Enlightenment in Europe), therefore they modified the original lesson plan a bit.

There are also lesson plans that we haven't used yet, but we are planning to try (e.g. Introduction tasks and Contracting with next new students; Board game on Renaissance). There were some of the lesson plans that teachers used partly, to translate some moments of them into their own teaching practice (e.g. Personalized learning; Famous singers). These lesson plans are good examples how to combine teaching knowledge and basic learning skills at the same time.

Teachers applied the lesson plans by using the suggested methods and sites (e.g. Padlet) and adapting them to the relevant subject of the given lesson. In a few cases, like with the lesson plans about songs, they used the teaching materials and songs that were suggested in the source lesson plans, in other cases they only used the suggested method but came up with new tasks.

In many cases, teachers made their lesson plans, created by teachers from the partner countries culturally relevant to Hungarian students, for example when implementing the lesson plan about education. In this case, they also had to make the described tasks more age-appropriate for their students.

In the course of reading the lesson plans created by LELLE2 Team colleagues, teachers learnt about new methods and sites, and the tasks described in the lesson plans were generally easy to adapt to any subject material or topic.

4. In the light of one year experience in learning skills development do you consider to amend and update your own lesson plans and subject syllabi for next school years? And how do you update and implement?

LELLE2 international project is relevant to the attitude of Béla I Secondary Grammar School and the profile of our institute. That is why we joined the project in 2018. Our institute focuses on learning skills development, furthermore it is one of the secondary grammar schools which develop students' learning skills more effectively than the average secondary grammar schools.

Teaching how to learn has already been built in the syllabi of each subject teacher of Béla I Secondary Grammar School.

Teachers of the LELLE2 Team of 2020/2021 Academic year and the previous LELLE2 Team definitely plan to apply the learnt practices in the future as well. The new sites and methods that teachers discovered in the O4 period increase students motivation and engagement. As for our experience, these type of lessons work in case of even the otherwise less enthusiastic students. Therefore, teachers find these activities valuable in the course of their teaching process.

In the future we plan to use the methods with students of all ages and in the school subjects we teach.

As far as updating the implement is concerned, most of the teachers consider that the last months of digital teaching encouraged all of us to be more creative and modify the lesson plans that were originally planned for contact lessons in the classroom. We plan to preserve these changes for the future, even when we are back to school.

Based on her experience in developing learning skills, one of the teachers of LELLE2 Team decided that she needed to pay more attention to managing MOLP skills during my lessons. (Ct and Ps skills are embedded quite well in the curriculum itself.) To let the students develop their MOLP skills she more often highlights their own responsibility for the effectiveness of their studies; she refers to the role of the topic they are learning in the curriculum e.g. its connection with other topics or other subjects, its role in the requirements of the final examination. She is trying to make the students' attitudes toward learning more conscious, to make the learning process more predictable for them. For example, at the beginning of a new module, she spends more time reviewing the details belonging to the module and the sets of my questions that can help to summarize are also received at the beginning of the topics, so that the students can see what to expect during the examination. She more often asks students to reflect on the learning process, to define as precisely as possible what they see as difficulties. In her opinion, these changes have made teacher-student collaboration more effective, too.

LELLE2 project also played a role in the development of a new program organized for students who have just come to our school. This two-day learning methodology training for the 9th grade students took part at the very beginning of this school year. We tried to make students aware of the characteristics of the learning methodology of each subject and the effectiveness of learning in general. We intend to continue this practice with each new 9th grade student in the future.

Our Learning Methodology Day can be considered as an added value of LELLE2 project.

5. Please give your personal opinion (both positive and negative aspects) on the learning skills development during the school years!

In the light of the focus group interviews and the National Round Table held on 26th February 2021, the workforce market requires young employees who are able to cope with difficulties and unpredictable changes easily, who can adapt to new situations easily and who are flexible.

Our students today require the type of lessons and learning materials we created for LELLE2. A few of them even verbalise it when they express that they want to learn practical gifts and skills instead of being exposed to endless amount of "useless" pile of information.

One of our teacher of English and Hungarian Grammar&Literature considers herself to be lucky because the subjects she teaches are especially appropriate for having discussions and debates or for developing practical skills, moreover, the pillar skills of LELLE2. In her opinion, students are generally open to LELLE2 lessons and the idea behind them.

We do not consider that the results are brightly obvious just yet in terms of skills and attitude, but the positive effects of the tasks that raise student engagement are definitely

obvious when we hold the lessons. If we remain consistent, we have every reason to be hopeful about the outcome.

According to the experiences of another LELLE2 Team teachers, most secondary grammar school students do not have an established, conscious learning strategy yet. Their learning process is determined mostly by their habits, not by conscious planning. There are subjects that are easier to deal with, some that are harder to cope with – everything is more instinctive than conscious.

There are more challenges in the secondary grammar school learning process, the stakes are higher than in primary school. Students have to meet higher expectations and it is also very important for further education to be as effective as possible to get into the chosen higher education institution (and to be able to finish it as well). All of the above mentioned factors justify the development of learning skills receiving more attention in secondary grammar school.

Among the three skills (CT, PS and MOLP) that play an important role in learning effectiveness, MOLP requires the most development in secondary grammar schools. It is important to pay attention to both CT and PS, as well, however, there have been changes in school teaching practices related to these skills in the past, even in primary schools.

It is also an age-specific feature that the MOLP ability is not sufficiently developed among the 14-15 age group. Students need to be supported in this during their secondary grammar school years.

She believes, these years can also be considered decisive for career planning. Those who do not develop adequate MOLP skills cannot expect smooth progress in higher education. In her opinion secondary grammar school form teachers and subject teachers should also consciously build students' MOLP skills. This is all the more important as the other two skills become stronger with the development of MOLP. She is fairly sure, as MOLP skills' awareness grows, so do CT skill and PS skill.

6. How do you evaluate the assistance of the experts of SPU, UP and EKU?

The colleagues from the three partner institutions greatly supported the work of teachers in the project.

The teachers involved in the partner institutions supported the school work with carefully prepared, well-adaptable training materials.

They helped the process with constructive criticism in making the lesson plans. All of our teachers appreciate that we could always count on them when we needed help.

We even received support in implementing our school program outside of the project from UP and EKU.

ANNEX 4-2: KG

O4 Report for LELLE2 High School Partners	
Pedagogical materials for learning skills development	
Implementation period:	01.09.2019 – 31.01.2021
Name of the organisation:	Kuressaare Gymnasium

1. How many teachers has been involved into the development of LELLE2 Pedagogical materials (sample subject syllabi & lesson plans)?

10 teachers

2. What kind and how many lessons were held?

~20 lessons: history of art, math, foreign languages, physical education, social studies, career education,

3. How were the lesson plans applied? How did you build new ideas into your skills development activities and make necessary changes in teaching methods?

Usually, the teachers do not plan lessons in too much detail, because every lesson and class is different and, moreover, it is not necessary in our schools, a subject syllabus must be prepared and submitted for the whole study period, but not individual lesson plans. Thus, the teachers did not fully implement any of the LELLE lesson plans, but quite often they used the recommended methods and fragments from different plans, both from our own lesson plans and from project partners. As a result of the project, teachers focused more consciously on these three key learning skills and paid much more attention to clear lesson objectives and feedback / assessment.

Some of the methods suggested in the project gave new ideas for developing and adapting them in any lesson, not just the project-related ones. It is a pleasure to see that the lesson plans inspire inspiration, even when the teachers do not use them in detail.

Thanks to new ideas and inspiration from different lesson plans and training materials, the teachers developed the study material used in their lessons.

4. In the light of one year experience in learning skills development do you consider to amend and update your own lesson plans and subject syllabi for next school years? And how do you update and implement?

Teachers identified four important aspects that they will pay more attention to in next year's subject syllabuses and in their lessons.

Firstly, to raise awareness of the importance of learning skills that are important for the future and to emphasize them more clearly to students.

Second, to target each lesson more clearly and to involve students in formulating learning objectives, it also develops their ability to shape their own learning path.

Third, expand feedback process, encourage students to evaluate the activities and achievements of themselves, peers and teachers, and the teacher to evaluate their own activities and progress.

Fourth, creatively apply new methods and ideas offered in lesson plans and training materials in their own lessons.

The development of critical thinking and problem-solving skills has always been an important part of teachers' activities; because of the project, its clear awareness became more important. But the development of skills in shaping one's own learning path has not been the focus of separate lessons, it has been addressed in career education, but it has not been included in every subject teaching. In the coming years, teachers will try to pay more attention to developing this skill. At the same time, it is important that the teachers are able also to manage their own learning / development path, if the teachers do not have this skill themselves, they cannot support the students either. Therefore, we are planning trainings to support teachers in planning their own development path, and the regional roundtable will also focus on learning / development path management skills.

5. Please give your personal opinion (both positive and negative aspects) on the learning skills development during the school years!

On the positive side, it is certainly clear that these three learning skills and their importance for future careers were clearly recognized. This awareness also deepened teachers' understanding that, above all, they need to master these skills themselves to be able to guide and support students.

The clear formulation of the goals of one's own learning path was also quite new for the students, it has been done previously, but not so consciously. There was also a deepening of knowledge about which skills are important in future work and further education. New ideas and methods made the lessons more varied and active.

Thinking about the project tasks, the school year was very difficult due to the pandemic. Teaching was deeply disrupted in the spring semester and adaptation to distance learning took time, the lesson plans prepared in the project were not planned for distance learning.

Focusing on the development of selected learning skills would require a longer period and more systematic collaboration between teachers of different subjects in integrating subjects.

The project also planned to compare the development results of students' learning skills development during the academic year in test and control classes. But there were too many side effects on the results at the moment, in addition to the pandemic: different teachers in test and control classes using different methods; many different subjects, where only one lesson was taught on the basis of the revised lesson plan (during the academic year no longer need to go through the topic), etc. So the comparison of the results probably did not give a very good result, but undoubtedly the efforts developed the students' skills during the project.

6. How do you evaluate the assistance of the experts of SPU, UP and EKU?

Expert feedback to lesson plans helped to better analyse the lesson plans and pointed to questions that the teachers themselves took for granted, suggesting the need to write more explanations; in this sense, the comments were very helpful. Some comments seemed a little surprising and redundant, but this may be due to the different practices of different countries in designing lesson plans, how detailed this description of the steps is required and how much space is left for the individual creativity of the teacher. Nevertheless, it was exciting to get to know the practices of different countries in the project.

Gateway exercises feedback had more problems, but mostly technical. However, the comments were helpful and the mistakes we made were corrected. The teachers were not very enthusiastic about creating new exercises, mainly because there are already many different environments in which to do this or where to use sample exercises. However, the examples provided by partners are useful and teachers are willing to try to create new exercises as well.

ANNEX 4-3: MARIANUM

O4 Report for LELLE2 High School Partners	
Pedagogical materials for learning skills development	
Implementation period:	01.09.2019 – 31.01.2021
Name of the organisation:	Církevná spojená škola MARIANUM

1. How many teachers has been involved into the development of LELLE2 Pedagogical materials (sample subject syllabi & lesson plans)?

- 5 authors of lesson plans,
- 1 as a didactical expert and
- 1 teacher of computer science for solving technical, imaging and didactical problems

2. What kind and how many lessons were held?

- 4 lessons were held in normal conditions (before the pandemic) – 2 lessons of English as a foreign language, 1 Math and 1 Physical Education between 10th February 2020 and 13th March 2020
- 6 lessons were held online - 2 Physics, 2 Literature, 1 Physical Education and 1 English as a foreign language between 13th October 2020 and 29th January 2021

3. How were the lesson plans applied? How did you build new ideas into your skills development activities and make necessary changes in teaching methods?

The 4 offline lessons (MARIANUM_LP_MOLP_English_drama, MARIANUM_LP_CT_foreign_language_T-table, MARIANUM_LP_PS_sport_micro inquiry, MARIANUM_LP_PS_math_learning from mistakes) completely followed the lesson plans without any changes. The rest 6 online lessons needed slight changes. Instead of using printed materials online cloud tools were used (for example shared documents, Google Draw software etc.) This slowed down the lessons, because students had to get familiar with the above mentioned online tools. Each online lesson lasted approximately twice longer as it was originally planned. The teachers had to reconsider time-management. According to the feedback of students they were emotionally less involved into the online lessons comparing to the offline ones.

4. In the light of one year experience in learning skills development do you consider to amend and update your own lesson plans and subject syllabi for next school years? And how do you update and implement?

Definitely yes. According to the feedback of students on offline lessons these activities are useful and can be used with minimum changes in the future. The experience of both teachers and students were positive. The students felt well during the lessons, they were emotionally involved and had a feeling that they learnt a lot. We are convinced that those lesson plans that were held online are as valuable and successful as those that were held offline. However, they were planned as offline lessons with lots of creative activities, the circumstances forced us to held them online. We are looking forward trying them out as they were originally planned. All the ten lesson plans became organic parts of the curriculum of our school and the teaching methods of our involved teachers.

5. Please give your personal opinion (both positive and negative aspects) on the learning skills development during the school years!

Before the pandemic our team was convinced that the project will have a positive effect on the learning skills of our students and can motivate the teachers to plan and apply more lessons with a focus on critical thinking, problem solving and managing of own learning path. Then the pandemic changed the circumstances. We had to realize that our lesson plans, which use group-works, cooperative methods, personal interactions etc. can be applied only with restrictions in the online space. Both teachers and students had to face with unexpected challenges and the application and planning new lessons became less important. It was also necessary to re-organize our priorities.

6. How do you evaluate the assistance of the experts of SPU, UP and EKU?

It was a great experience to cooperate with all the above mentioned institutions. UP was very helpful, communicative and ensured the professional background during the process of the creation of our lesson plans. They were always available for our teachers and willing to have consultations (sometimes during the weekends). EKU did an excellent job with the gateway. Their online trainings were very understandable and useful, and they were helpful to implement our suggestions to the system. SPU supported us to apply the methods of our foreign project partners to the Slovak educational system.

ANNEX 4-4: TEGA

O4 Report for LELLE2 High School Partners	
Pedagogical materials for learning skills development	
Implementation period:	01.09.2019 – 31.01.2021
Name of the organisation:	Liceul Teoretic Teglas Gabor

1. How many teachers has been involved into the development of LELLE2 Pedagogical materials (sample subject syllabi & lesson plans)?

6 teacher and 2 mentors has been involved into the development of LELLE2 Pedagogical materials.

2. What kind and how many lessons were held?

The teachers prepared 12 lesson plans, but they used the methods, the selected good practices and developed the 3 soft skills as much as they could, and when they could. Lesson plans were prepared for the following lessons:

1. Hungarian Grammar and Literature
2. English Language
3. Mathematics
4. History
5. Chemistry
6. Class teacher

3. How were the lesson plans applied? How did you build new ideas into your skills development activities and make necessary changes in teaching methods?

The lessons were applied subsequent to the first testing of the students, throughout the school year; they were inserted in the regular yearly planning and carried out with no problems. Luckily, when teaching English most of the lessons are sprinkled with new ideas and the teaching methods are not traditional except for vocabulary lessons - it can be a dull drill. In the respect of refreshing it, I have skimmed through the selection of good practices and found some innovative approaches that the students appreciated. It had an impact on them in the sense of efficient learning.

In "Analysis of Famous Speeches" - speaking out, analysing a speech by listening to it, giving feedback on the information received, creating a community project. The students made sound decisions and judgment.

In the "Taking adds with a pinch of salt" - activity we involved watching and analysing advertisements with the aim of finding evidence on errors, exaggerations, or manipulations. It promoted reasoning through critically evaluating and formulating opinions about the advertisements based on a few objective observation aspects. The students evaluated critically ideas and verified critically the transferred knowledge.

Creating a cinquain poem in which learners need to synthesize the new information helped students summarize information on a specific topic according to their own understanding. It improved students' skills of finding the essential information and combining different ideas so that the outcome was a brief and compact description of that topic.

"Contracting" helped to create efficient learning conditions. It is important for the students to reflect on what factors could help with their learning, to formulate these, to come to an agreement regarding the main questions, and to take responsibility for respecting them.

Through the T-table the student could process the information, as well as choosing the most important data from a batch of information. The students so expanded strengthens, and fixed the information.

The lesson plans were applied very carefully, most when the students had exercises-summary lessons, but also in new knowledge lesson.

It was very interesting and efficient at every lesson the evaluation: student self-reflection, the exit-tickets.

4. In the light of one year experience in learning skills development do you consider to amend and update your own lesson plans and subject syllabi for next school years? And how do you update and implement?

Yes, we consider updating the lesson plans and subject syllabus for the next school year, step by step, using the Best practice collections, whit the new methods we can develop the students learning skills. We would use the Teacher's Guide, the ideas from the training material, and also the materials we can find at the online portal too.

The teachers are very interested to use new methods to make the lessons more student-friendly, learning-centred.

Due to the pandemic, we taught online for a very long time, so we consider important the LELLE - concept and we will develop the learning skills in the future. The development of critical thinking and the development of problem-solving skills should be part of every subject.

Some of the teachers want to use the methods just on exercises lessons or summary lessons because the compulsory curriculum is too much. In Romania to prepare students for exams are more important than the development of learning skills and the development of critical thinking.

The development of the learning path changed during the pandemic, it is no longer just a task for psychologists, as every educator also had to have a psychologist for her/his students to help with online learning.

Every teacher wants to implement the student self-reflection on her/his lessons because they think it was very useful, efficient feedback.

5. Please give your personal opinion (both positive and negative aspects) on the learning skills development during the school years!

Critical thinking is creative thinking with a determined goal, a clear mindset and a sincere approach aimed indirectly at self-discovery. In my opinion, it does not present negative aspects; it merely leads to a both realistic and real outlook on life.

Problem solving is more than necessary in real-life situations and we actually do it from the age of 2 onwards. It is again an unconscious process that can be enriched with the proper guidance (from the teacher's part - to state the obvious). I see no drawbacks in developing this skill either in school or by oneself.

As far as managing one's own learning path is concerned, I am more than pleased to see this process turned into a skill. It is the essential skill every student needs to possess - one needs to know how to adapt, ingest and digest the load of information received and put it to good personal use.

When teaching these skills one can observe positive or negative aspects in the ways students react to a certain technique or method of organization (e.g. group work - not all students are team players or sociable people), but the teacher will suit all of them to the students' needs and preferences through empathy and a wide array of good practices collected in this project and not only.

During the year, we taught only 10 weeks offline, that's means 50 days, the rest was online teaching. In this period of time, every educator become a psychologist too, we managed our own learning path - how to teach efficiently online - but also we managed the students learning path too. We made strategy, training, time management, we managed information, organized, and evaluate the learning process. In this pandemic situation, we must define and identify problems daily, identify possible solutions, and make decisions. Daily we must evaluate ideas critically, we must distinguish the real from the unreal and make sound decisions and judgments. So our life has changed, our teaching is changed, the learning process is changed and it was very helpful these project because it brought to life. We can not use the prepared activities, lessons on the online teaching-learning process, but we can develop the learning skills from life situations.

Hopefully, we can use the collected teaching-learning material in the future when we will go back to school face to face, but until then our mentality must be changed, how to develop critical thinking, problem-solving, and managing our own learning path in real life.

6. How do you evaluate the assistance of the experts of SPU, UP and EKV?

“The presence of two National Institutes of Education and a university influence the teachers' work greatly in the sense of assistance and guidance towards effective training and efficient results. I personally felt upraised by the comments and directions I received in my lesson planning. Moreover, the meetings I attended brought useful information that I took into consideration when teaching and planning.

All in all, I can honestly say that the LELLE2 experience enriched my quality as a teacher not only to my benefit but my students' as well.” (Michi Anamaria- English teacher)

Professional proofreading of lesson plans encouraged teachers to work even better, even more attentively. It was also a methodological self-education. The assistance of the experts helped the teachers on these long professional training. Our teachers told me, this project was like a teacher training, a self-education. So the assistance of the experts was helpful, useful, and efficient. Thank you very much.

ANNEX 4-5: EKU

O4 Report	
Pedagogical materials for learning skills development	
Implementation period:	01.09.2019 – 31.01.2021
Name of the organisation:	Eszterházy Károly University

1. What kind of assistant did you give to teachers to implement to develop lesson plans?

On the basis of the summer training they gave a template to make their own lesson plans. They could create their documents in Hungarian (which is the mother tongue of all participating teacher, but Estonians. All of them gave personal feedbacks two times, and after the finalizing they had to translate their lesson plans. Each school had a professional coordinator, who gave extra professional support from the experts. So they could mentor their colleagues in their daily work.

In each school experts chose the best lesson plans as benchmarks for the others. E-mail and telephone communication made possible the personal connection.

2. What kind of subjects were involved into the learning skills development? Please explain your experiences in learning skills development!

Almost each subjects were involved into this development. Hungarian language and literature, English, History, Civic Education, Mathematics, Computer studies, Arts, Physics, Biology, Chemistry, and even Physical education.

The hardest point of the development was the paradigm shift. Teachers had to turn their focus from the content to the development of skills. In most cases it was not easy for them. We experienced huge personal differences in that and a great development of teachers' skills as well.

Most of the teachers wanted to create whole lesson plans, or an example for the elaboration of a large topic. The best examples are those, where teachers understood the importance of the development of the learning skills of their students, and they could regard the learning content not an aim, but a tool for a given skill development. Focusing only to the development for only one learning skill was problematic for several teachers. In some cases we experienced misunderstanding of some notions. Especially in the field of problem solving.

When somebody – or a group of teachers in a school – understand a method, they could (and intended) to use that in other topic or/and subjects.

3. How do you evaluate the work of the high school teachers and the quality of lesson plans?

Our teachers – who became co-developers - made really a huge work. We have to keep in mind, that teaching is not a profession for developing teaching and learning materials. I suppose, that most of them could not imagine the size of their task at the beginning of the project.

Most of our cooperating teachers are good professionals of their schools, but some of them could not know what is the difference between teaching, planning their own professional work day by day and create teaching materials for other teachers. They had to manage two tasks parallel, and both of these tasks were new for most of them. They had to develop not only lesson plans, but a serious of learning tools, to support the realization of their lesson plans. But before this they had to change their view on teaching. We know the difference between different levels of knowing theoretically and realize the theory in practice. They had not too much time to understand their task, which was a composition of methodological development, based on practice. During the realization of the project they became a professional praxis community. Experts from the Universities and SPU could support them, but they had to realize and fix the results of the development.

As we had different teachers with different professional experiences and cultures, the lesson plans are different as well. Some of them are short, others are long. Some of them are simple, others are complex. Most of them are for one teaching class, but you can find longer and shorter as well. I am sure, that this is a great value of the project. Those teachers, who are the professional users of the results of the project, are different, too. So they can find lesson plans in different quality, and they can choose, which the best is for them. What suits for they situation.

ANNEX 4-6: SPU

O4 Report	
Pedagogical materials for learning skills development	
Implementation period:	01.09.2019 – 31.01.2021
Name of the organisation:	National Institute for Education

1. What kind of assistant did you give to teachers to implement to develop lesson plans?

Assistance to teachers consisted mainly of methodological guidance. We have prepared several suggestions on how they could look visually and methodically. We consulted individual lesson plans with secondary school teachers from Slovakia and representatives of partner organizations. After these professional consultations, we incorporated individual proposals, comments and remarks and finalized the structure of the lesson plans in Slovak as well as in English. The structure of lesson plans included: Title of activity, competence, objectives, methods, organizational forms, duration, resources/aids, and implementation of the activity in the educational process. The didactic process of activity within every lesson plan consists phases/parts of the activity, conclusions, recommendations, evaluation as a self-reflection by student, evaluation of the activity from the teacher's perspective.

2. What kind of subjects were involved into the learning skills development? Please explain your experiences in learning skills development!

Teachers from partner schools developed 30 lesson plans. These lesson plans are mostly focused on Literature, English, Natural, Humanities and Social sciences.

3. How do you evaluate the work of the high school teachers and the quality of lesson plans?

Teachers approached the develop of lesson plans responsibly and based on their pedagogical experiences and possibilities. The individual lesson plans have a logical structure and are methodically and didactically well processed. According to the agreed structure of the lesson plans, the teachers prepared their own lesson plans, which they then used in the lessons. The individual lesson plans are innovative and can be an inspiration for other secondary school teachers.

ANNEX 4-7: UP

O4 Report	
Pedagogical materials for learning skills development	
Implementation period:	01.09.2019 – 31.01.2021
Name of the organisation:	University of Pannonia

The aim and results of LELLE2 in the phase of O4 in Hungary

Teachers who learnt the methods in O2 period integrated Critical Thinking, Problem Solving, and Managing own Learning Processes learning skills development methods and techniques into their subjects and normal course of class lessons. These techniques included both those learnt during the training week in 2019 in Bratislava and new methods developed by the individual teachers. In 2019 and 2020 teachers tried out these methods in their implemented subjects. Due to the COVID 19 situation lessons were held partially online, still the methods could be tried out. Teachers also translated the developed lesson plans into 4 languages and uploaded these and some exercises into Gateway portals. University of Pannonia and Eszterházy University experts proofread all lesson plans,

In 2021 February 26 Regional Roundtable was held in Hungary by I Béla Secondary School with more than 50 participants. During the event the experts and teachers presented the lesson plans and exercises that were developed in the O4 stage. Participants could try out some of the activities developed and listened to labour market representatives why the skills of critical thinking, problem solving and managing own learning path important in the whole life.

Based on participant feedback project partners revise and finalize the developmental methods and techniques. In the light of one year experience in learning skills development they might also amend and update their own lesson plans and subject syllabi for next school year.