



TRAIN



PROFESSIONALIZATION OF LITERACY AND BASIC EDUCATION – BASIC MODULES FOR TEACHER TRAINING – TRAIN

Module 5: Learning Counselling in Literacy and Basic Education

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Handout for the Seminar

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Exercise: Assumption – Handout 1

Please answer the questions and/or complete the sentences.
Important: You 'have to' lie once!

1. Which was my favourite game or toy in my childhood?

2. As a child I was afraid when

3. I like to remember

4. As a pupil I studied _____.

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Exercise: Reflection upon own Learning Experiences - Handout 2

Process / guidance:

- Please try to recall learning experiences
 - Which were a pleasure to do,
 - and/or when you were blocked while learning.
- **PLEASE NOTE** This is about learning experiences in general and not only about experiences which have been made at school.
- Please make brief notes on the questions asked below and discuss them as partnerwork afterwards.

A situation in which learning was particularly enjoyable for me...

- What was it about?
- Where was it?
- Who took part?
- How was my own participation?
- What was the result?
- How did I feel?
- How do I feel have these experiences had an effect on me to this day?

A situation in which everything failed with respect to learning ...

- What was it about?
- Where was it?
- Who took part?
- How was my own participation?
- What was the result?
- How did I feel?
- How do I feel have these experiences had an effect on me to this day?

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Casework - Handout 3

- ***Forms of Appearances of Learning Problems***
- ***Constituent Elements of Counselling and Introduction into Learning Counselling***

Processing / guidance:

Step I. Case preparation a)

This is about a learning situation in your course which you are preoccupied with.

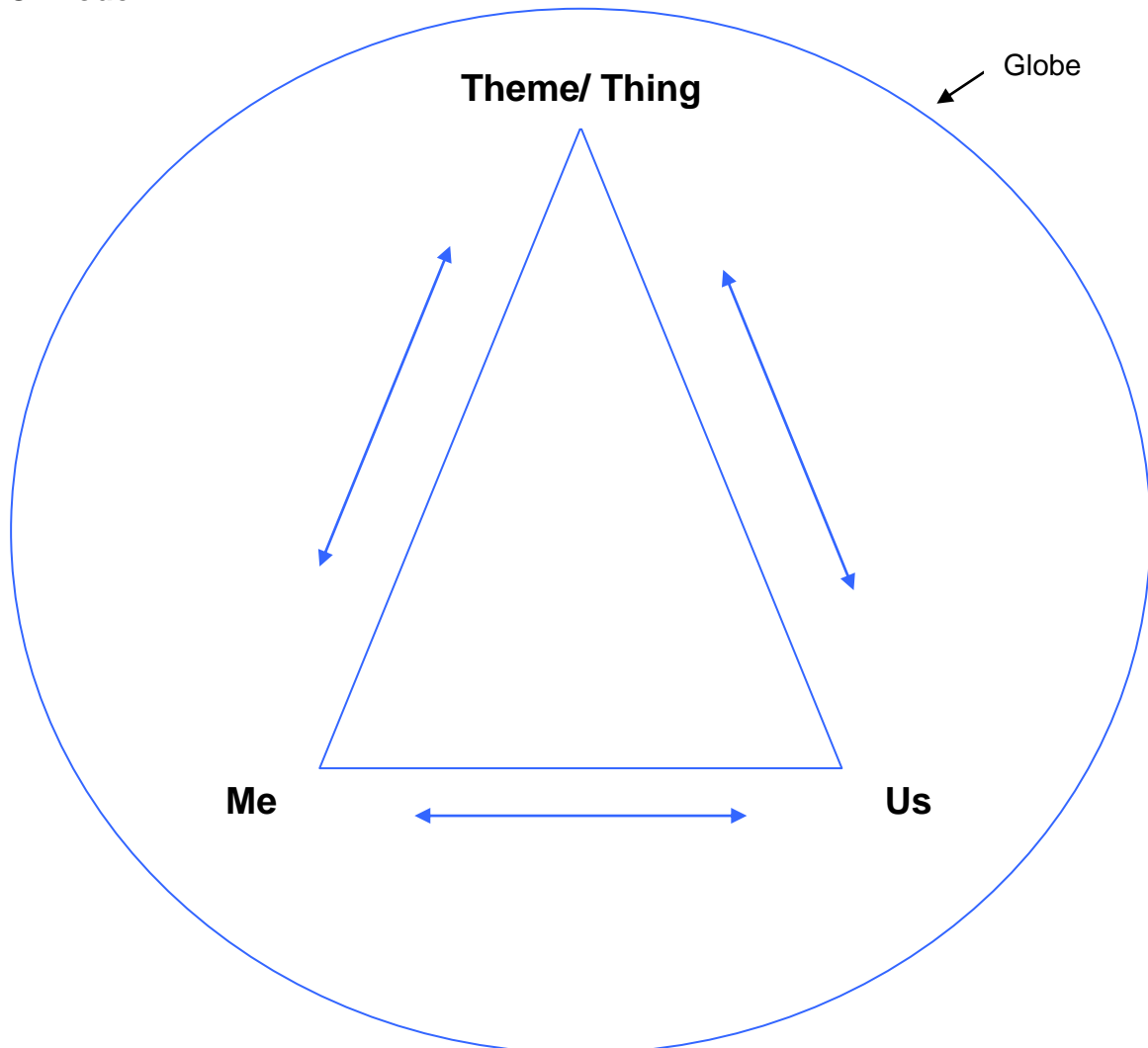
- What is it about? (Content of the problem)
- Please introduce briefly the respective people involved.
- Please name the participants forms of appearance (behaviour, signals, language...) as specifically as possible.
- What do you assume with respect to possible causes for this?
- What do you know about possible resources and learning preferences of your participants?
- Please reflect upon your own participation of the situation

Please make notes (individual work).

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Step II. Case preparation b) (individual work)

TCI-Model



Theme-Centered interaction (TCI)
Ruth C. Cohn

Guidance:

What is it about? What is the factual process?
Who takes part?

What is your personal participation / involvement like?
Please answer the questions and transfer the notes into the TCI-model. Please develop a basic gist of what you wish to express for each of the three most important elements.

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Step III. Going further with the case

Please form groups of three and talk about your cases to each other. The following rules are to be taken into consideration:

Person 1 – chooses a person, who depicts his case,

Person 2 – is an active listener, asks questions with respect to the subject (Please note: Hints or comments of your own are to be strictly avoided!),

Person 3 – makes sure, that the rules of the discussion (see below) and the time-setting are obeyed

Rules of discussion

- **The protagonist/the person affected** presents their results, for which they have 7 minutes at maximum! They choose an active listener to whom they then turn to.
- **The active listener** concentrates on the ability of listening. You should refrain from any evaluation or assessment or the presentation of own experiences. They can only ask questions referring to the subject, like – have I understood you right that ... ?
- **The observer** makes sure that the time and the rules the active listener has to keep to are obeyed.

(Everyone switches roles at the end of each exercise, ensuring everybody gets to be in every possible role.)

Evaluation in the group of three

Evaluation in plenum

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Guideline for the preparation of a learning counselling conversation - Handout 4

Regarding the setting

- **How long will the conversation take?**
- **Where and under which conditions shall it take part?**

Regarding the outline and definition of the subject

- **What's the reason for the conversation?**
- **Which individual aspects are mentioned?**
- **What is actually the theme here?**

Regarding the planning of the process

- **How do I construct the conversation? (phases of conversation)**
- **Which impulses do I apply?**
- **Which results should be achieved?**
- **How will the results be safeguarded?**

Regarding the technique and the instruments

- **Which instruments do I need? (PC, creative materials, wall news-sheets et al.)**

Regarding the target agreement

- **What could possible target agreements be specifically?**

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Guideline for the role play “preparation of a learning counselling conversation“

Information according to the function and the procedure - Handout 5

Role plays contribute to leave the current role and the herewith connected expectations and to visualise the role behaviour in interaction with other roles in the play.

Please note: The role play is about artificial observation situations, which nevertheless can provide interesting impulses for all participants which cannot be achieved by dealing with the situation in an exclusively theoretical way.

Role plays can have different **functions**. Here it is especially about: A furthering of the acknowledgment of oneself.

- Improvement of the willingness to co-operate
- Change of perspective
- Reflection of the role(s)
- Extension of decision making and responsibility

Requirements for the participants

- Willingness and ability for the participation in role plays
- Willingness, “to express“ oneself , thus to be in the centre of observation
- Willingness and ability for reflection.

Role play phases

Phase I: Preparation of the role plays

- The subject and the build up of the scene are explained.
- The roles are “casted“.
- The roles are “practised“. (Please note: Sufficient time and support must be planned for this sequence. Sufficient time for this must be planned accordingly.)
- Viewing criteria will be set.

Phase II: Playing of the roles – play phase

- Duration: approx. 10 - 15 minutes at maximum
- There are different kinds of role plays. Among other things roles shall be played by different persons, i.e. roles shall be switched.
- Conclusion: To stop the role play and to release the participants from their roles and ‘to return them back to normality’

Phase III: Evaluation of the role plays

- The main protagonist and other participants report
- The viewers report.
- The leadership of the seminar report.
- General discussion
- Consequence and transfer possibilities

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Role play: Analysis - Handout 6

Please note:

Before the evaluation is carried out the role play must be finished without fail .

- Firstly the main protagonists and/or all participants report.
 - How did you experience the role?
 - What did you notice especially?
 - What did you not expect?
- The viewers report:
 - What can you mention with respect to the viewing criterias you agreed to before?
 - What did you notice in addition to that?
 - How did you experience the role?
- The leadership of the seminar report of
 - the general process
 - individual sequences
 - individual viewings
- General discussion
 - process
 - final conclusions
- Consequences and transfer possibilities

Please not:

While the viewers are reporting and/or the general discussion is carried out it is important that the participants of the role play are not spoken to directly. For instance: You have, they have ... Rather than do this, people should be refered to in the third person

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Cooperative Counselling – Handout 7

Step 1: Protagonist briefly describes his case

Step 2: Participants of the plenums ask questions regarding the understanding – w-questions:

Please note: No evaluation, no comparison, no proposals for solutions

Step 3: Protagonist stays in the background and proceeds outside of the groups sitting circle, however stays in the room

Step 4: Participants of the plenum make suggestions for the amendment or for a change:

For this situation I think that....

In this situation I would try...

All suggestions will be noted but not commented on.

Step 5: The protagonist's final reflection

The protagonist returns to the group, reads the suggestions through and evaluates them for him/herself

- is acceptable and/or possible
- doesn't come up
- I would like to carry this out

Please note: if necessary you should prioritise.

Step 6: Final reflection on plenum

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Learning counselling – didactical principle in the teaching-learning process

Reflection questions towards the teachers - Handout 8

Learning behaviour, the participants state of learning

Questions:

How to make sure of the

- learning behaviour
- the participants state of learning in my class?

Learning difficulties (learning stand still, blockades, learning time, learning stress, set backs)

Questions:

- As a teacher, what do I know about it?
- When (in which situations, in which subjects) is the learner blocked?
- How do I experience these learning difficulties? Forms of appearances are...
- What do I most likely contribute to these learning difficulties
- Behaviour, forms of appearances I experienced myself, are...

Learning preferences of the participants

Questions:

- What do I know about them?
- In which situation and according to which subjects does the participant show learning preferences?
- Observations I made according to that...

Offers

Questions:

- Do I arrange my offers according to that?
- Which offers do I develop and which not?
- How do I formulate the offers?

Learning targets

Questions:

Do my offers supply learning targets to the participants which they can reach?

- **Are there any interim targets (small targets) within the learning targets?**
- **How do I safeguard them?**

Agreement:

Questions:

- Do I make
 - agreements,
 - arrangementswith the participants according to the process of the teaching and learning process?

Learning counselling

Questions:

- **Does a common learning counselling take place?**
- **In which time interval?**
- **How much time do I stipulate for learning counselling?**

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Work sheet for working on the “reflection questions towards the teachers” - Handout 9

Associative impulses and central questions:

- **I do / I do not**
- **That's not easy for me**
- **That is a natural part of my work**
- **Do I verify my proceeding from time to time? How ?**
- **Do I document my work in this context? How ?**
- **What do I want to concentrate perspectivevely on more precisely?**