

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

Module 5: Learning Counselling in Literacy an Basic Education

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DETAILED WORK PLAN

Time	Indicative Content	Learning Outcomes	Methodologies	Evaluation
Day One				
09:00 – 10:00	Welcome and Introduction Overview of the programme and working methods Introduction to tutor and participants Participants expectations of module The participants of the	The introduction provides an insight into the seminars objectives and process for the participants. It will enable the participants to get to know each other and the tutor.	Input, plenum, individual work, meta plan The tutor asks the participants to introduce themselves briefly (function and current activity). The tutor asks the participants to note their	Considerations and reflections regarding transfer on an individual level, as

	<p>seminar meet each other, they gain impressions from their job environment and the group of people they will work with. They approach the subjects of learning counselling and they probably should become acquainted with different facets.</p>	<p>It will enable the tutor to get a better understanding of the participants' different experiences and of the expectations they have regarding the subject.</p>	<p>expectations on a meta plan map (3 expectations at maximum, each expectations on a separate card). The participants take the respective notes and present their expectations afterwards in plenum and append their cards on a wall chart. Finally the tutor clusters the expectations and determines the thematic main emphasisses.</p>	<p>transfer into work</p> <p>Prese-ntation of the results of the meta-plan and safe-guarding in view of the prospects.</p>
<p>10:00 – 10:45</p>	<p>The concept of “Learning Counselling“</p> <p>The participants of the seminar establish relationships with their practice and their experiences of the teaching- and learning process and deal with the topical priorities.</p> <p>(1) Functions of learning counselling (2) Effective organization of the current learning process (3) Basic principles of learning counselling</p>	<p>The participants shall assimilate skills and broaden their knowledge concerning learning counselling in context of didactic, history, theoretical references, basis and principals, methods, qualification, further development and reception. Participants shall learn this and/or be able to apply it.</p> <p>The topical priorities: The functions of learning counselling, the effective organization of the current learning process and the basic principles of learning counselling shall be understood and reflected upon regarding the experience of the respective practice. Possibilities and</p>	<p>Presentation, Input, Plenum</p> <p>Tutor led Powerpoint presentation (see attachment): The concept of “Learning Counselling“</p> <p>Plenary session Participants discuss concepts and formulate questions and/or comments.</p> <p>Tutor to use flip chart to compile participants' contributions and questions concerning the concept</p>	<p>Individual and group reflection. Tutor gives feedback.</p>

		limits for the transfer of the participant's own job environment shall be pondered.		
10:45 – 11:00	Coffee break			
11:00 – 12:30	Verbal and non-verbal communication in course- and counselling situations I: Assuming	<p>Test and reflection of a perception exercise as preparation for counselling.</p> <p>This is about getting information for which in certain aspects one has to become acquainted with and where one has to resume to former experiences. The participants realize that their own experiences, attitudes and assumptions contribute to the evaluation of situations and persons.</p>	<p>Individual work, group work, discussions, plenum</p> <p>At first participants answer different questions on their own – but deliberately give one wrong answer. (see work sheet – Handout 1). Working in small groups the questions are answered and the group finds out and constitutes which answer is the “wrong one”. After that it will be discussed in plenum which criteria regarding “assuming” will form the basis.</p>	<p>Individual and group reflection on perception.</p> <p>Tutor gives feedback.</p>
12:30 – 13:30	Lunch			
13:30 – 15:30	Verbal and non-verbal communication in course- and counselling situations II: Instruction and communication in learning processes	<p>To allow participants to gain an insight into their understanding of comprehensibility, clearness and unambiguoueness.</p>	<p>Partner work, plenum</p> <p>Instructions in teaching/learning situations are daily practice. Since misunderstandings occur frequently and as the case may be other or false realizations take place, the awareness for a more sensitive and more accurate practice shall be sharpened with the help of this exercise:</p>	<p>Individual and group reflection on perception and the (in)accuracy of language and/or instructions.</p>

			<p>Regarding the order: Two people sit back to back. In front of each of them is a table with the same number of building stones in different forms, colours and sizes. One protagonist has the task to build something and to make specific statements so that the other person can build a copy of the same thing. The asking of questions is not allowed. The target is to build an exact copy.</p> <p>Please note: The task can be repeated. Now questions are allowed.</p> <p>Perception exercise to strengthen experience and knowledge. Participants reflect on Importance of precise communication/linguistic accuracy, atmosphere, tone.</p>	Tutor gives feedback.
15:30 – 15:45	Coffee break			
15:45 – 16:45	Reflection of own learning experiences	<p>To understand and explain own learning experiences and to look into (to recognize) reasons (meaningfulness) for patterns of learning and action.</p> <p>To identify learning supporting factors.</p>	<p>Individual work, partner work, plenum</p> <p>Reflection of own learning experiences – Handout 2</p> <p>1) A situation in which I really enjoyed learning...</p> <p>2) To remember a negative learning situation</p> <p>The participants are asked to take notes regarding the different questions and to exchange stories in partner work. In Plenum all results which can be generalized will be gathered and safeguarded on a flip chart.</p>	<p>Individual and group reflection on perception and the meaning and sustainability of individual learning experiences</p>

			Learning supporting and learning impeding factors will be deduced from it. Perception and awareness of own learning experiences. Recognize importance of biography oriented approach as a basis for professional interaction. Participants develop application oriented references for their practice.	Individual and group reflection on perception. Tutor gives feedback.
16:45 – 17:00	Evaluation/method reflection Balance and conclusion of the first day	To summarize and to reflect on the process and the methods	Plenum	Individual and group reflection. Tutor gives feedback.
Day Two				
09:00 – 09:10	Introduction to the day		Plenum	
09:10 – 12:30	Constituent elements of counselling and introduction into learning counselling - forms of appearances of learning problems Reasons for Learning Counselling Forms of appearances of learning problems	To identify and categorise reasons for learning counselling. To describe and categorise forms of appearances of learning problems To recognise and develop typical elements of a good counselling To identify and concretise learning problems.	Case work, plenum, group work, individual work The common term “learning problems“ shall be specified and considered in a distinguished way in its different facets. Because of the transfer of the work with the participants of the own job environment the planning and acting competence (the diagnosis of) in dealing with learning problems shall be enhanced Brainstorming and Clustering Participants – referring to their daily experience – name	Individual and group reflection. Tutor gives feedback.

	<p>Constituent elements of a good counselling Specific case work</p>	<p>To analyse and structure the case / the situation.</p> <p>To clarify the respective roles and the involvement of all participants</p>	<p>a) reasons for learning counselling b) forms of appearances of learning problems and c) constituent elements of a good counselling will be recorded on a meta plan card</p> <p>Casework – Handout 3 (Steps I – III) Step I. Specification of own cases / Examples of the course work according to predetermined central questions (individual work).</p> <p>Step II. Extended analysis and structuring according to the TCI-Model with the following: What is it about? What is the factual process? Who takes part? What is your personal participation / involvement like? (individual work)</p> <p>Step III. Presentation of the cases / Examples according to binding rules of communication a part of a successful counselling. (group work)</p> <p>Evaluation and discussion in plenum</p>	
12:30 – 13:30	Lunch			
13:30 – 16:40	<p>Change of perspectives: Role play “learning counselling” Preparation of a learning</p>	Own practice examples - against the background of existing concepts – sharpens ones awareness for typical problems of teaching/learning processes	<p>Presentation, input, discussion Individual work, groups of three, plenum Guideline for the preparation of a learning counselling conversation – Handout 4:</p>	Individual and group reflection.

	counselling conversation Role play "Learning counselling"	<p>in basic education and helps to improve the awareness of ones own skills, behaviour and attitudes.</p> <p>Competences and skills according to reflection, dialogue and exchange of perspectives will be supported and increased.</p> <p>Learning problems can be perceived, recognized and understood more exactly so that learning processes can be supported and accompanied more effectively and with more lastingness.</p>	<p>The tutor gives general pieces of advice for the preparation learning counselling conversations. The guideline will be dealt with and discussed in partner work. Open questions will be gathered on meta plan cards and presented and discussed in plenum.</p> <p>Role play "learning counselling" The functions and phases of a role play will be discussed in plenum (Handout 5).</p> <p>The participants stage a role play: Test and reflection of situations of learning counsellings in individual cases.</p> <p>Evaluation of the role play (Handout 6)</p>	Tutor gives feedback.
16:40 – 17:00	Balance and conclusion Evaluation/method reflection	To summarize and to reflect on the process and the methods	Plenum	Individual and group reflection. Tutor gives feedback.
DayThree				
09:00 – 09:10	Introduction to the day		Plenum	
09:10 – 10:45	Cooperative counselling	<p>To become acquainted with cooperative counselling as an effective method. Extension of the own perspective. Development of new methods of resolutions.</p> <p>Development of specific transfer possibilities for the professional practice.</p>	<p>The cooperative counselling is about a methodical counselling process which has the objective of a structured problem dealing</p> <p>Handout 7 – procedure protagonist presents the case 3-5 counsellors analyse and make suggestions</p>	<p>Individual and group reflection.</p> <p>Tutor gives feedback.</p>

			<p>moderator controls the group and documents the results. Process – s. Handout 7</p>	
10:45 – 11:00	Coffee Break			
11:00 – 12:30	The learning counselling - a didactic principle in teaching/learning process	<p>The participants understand the meaning of a reflected practice as a contribution for the extension of their decision-making and responsibility and for the quality assurance. They develop specific transfer possibilities for their professional practice.</p>	<p>Individual work, plenum Handout 8 contains a guide for the reflection of the own practice. The participants reflect on the central questions with regard to their own experiences and work on handout 9 as an enrichment in written form. This serves for the preparation of outstanding learning counselling conversations in practice.</p>	<p>Individual and group reflection. Tutor gives feedback.</p>
12:30 – 13:30	Lunch			
13:30 - 14:45	Reflections of methods and transfer in everyday life of work	<p>To summarize and to reflect on the process and the methods. To deduce application and transfer possibilities for the own practice and the course work.</p>	<p>Individual work, partner work, plenum Transfer The work is carried out related to the individual person by experiencing the methods by own acting and by reflecting them in the own job environment with regard to the realization.</p>	<p>Individual and group reflection.</p>
14:45 – 15:15	Personal evaluation (I am writing a letter to myself)	<p>The participants balance the seminar They chose aspects, subjects, methods etc. and stipulate personally a period of time for the realisation.</p>	<p>Individual work The participants write a “letter to themselves“ Aspects of content are a) personal balance of the seminar b) Implementation of ideas. The tutor will send the letter to the participants six weeks after the end of the seminar.</p>	<p>Individual reflection.</p>
15:15 – 15:30	Coffee Break			

<p>15:30 – 16:30</p>	<p>Seminar evaluation</p>	<p>To recapitulate all key issues covered throughout the module.</p> <p>To allow participants an opportunity to reflect on themes and methodologies used throughout the module.</p>	<p>Individual work, plenum Tutor led discussion on key themes covered during the module. Tutor to compare the flip chart of participants expectations for the module with the results.</p> <p>Critical reflection on seminar rating. Evaluation form to be completed.</p>	<p>Individual and group reflection and evaluation.</p>
<p>16:30 - 17:00</p>	<p>Outlook / conclusion</p>		<p>Plenum</p>	

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