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Success Strategies

CEPA Los Llanos Albacete

Scientific and Pedagogical Bases underpinning Success Strategies

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Findings from IO1 from I-MoToLe Team:

Educators must be urged to use teaching methods in which the students are actively involved

It is clear that success is greatest when a group dynamic is fostered. The concept of social animation contains both goals, method, process and effect. The purpose is to enable communication between people, liberate creativity, develop initiative, increase choice and stimulate new group formation.

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Jürgen Habermas (Theory of Communicative Competence): Everyone possesses communicative skills to communicate and interact with the world around us.

Paulo Freire (Dialogical Learning)
"Dialogue should not only be limited to that between student and teacher. Dialogue should include all members of the community"

Lev Vygotsky (Meaningful Learning)
By giving our students practice in talking with others, we give them frames for thinking on their own."

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Comunidades de Aprendizaje" Learning Communities: The result of research by CREA (Community of Research for Excellence of All). This is a project with proven experience in bringing about a cultural, social and educational transformation in schools and their catchment area. It is based on dialogical learning and the participation of the whole community.

The cornerstones of Dialogical Learning are:
→Dialogue as equals
→Creation of Meaning
→Instrumental Dimension
→Cultural Intelligence
→Transformation
→Solidarity
→Equality of difference

Aprendizaje dialógico en la
Sociedad de la Información

Adriana Aubert
Ainhoa Flecha
Carme García
Ramón Flecha
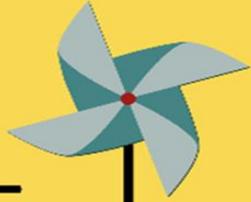Sandra Racionero

hipatia

Success Strategies

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→Assemblies
→Dialogical Reading Circles
→Interactive Groups
→Active Tutoring
→Mixed Comissions

In adult edeucation, bearing in mind the findings of Intellectual Output 1 by the I-MoToLe team and according to the experience of adult educators in CEIP-SES-AA "La Paz" Albacete (Comunidad de Aprendizaje) the most successful strategies which can be applied are Dialogical Reading Cirlces and Assemblies. These will be the focus of this training session.
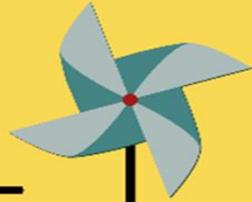
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Sharing experiences between different people males affective values the basis of learning, making the teaching-learning process an
EXERCISE IN LIFE rather than an academic exercise

READ

DIALOGUE

DIALOGICAL
READING
CIRCLES

EXPRESS

OBJECTIVES

→to read and create meaning from reading
→to improve reading competence
→to improve vocabulary and oral expression, creativity and artistic competence.
→to educate in critical reading and reading for reflection
→to improve group experiences and identity
→to improve paricipation, integration, solidarity and self-esteem
→to promote positive values and respect for others' opinions

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Process:
→A classic of universal literature or specialist text is chosen by educator or the group in advance.
→The quantity of reading is decided on in advance of each session by the group.
→Readers are advised to highlight any parts of the text that capture their attention for any particular reason
→A moderator is chosen (not necessarily the educator) who will try to involve as many people as possible.
→The session starts with sharing general impressions on what has been read.
→After this any participant asks for their turn and states the aspects of the text that drew their attention for any particular reason.
→All opinions are valid (Dialogical learning)
→During the session anyone should feel free to relate what has been read

SUGGESTIONS FOR CLASSIC TEXTS BY THEME

Love:
Shakespeare's Romeo and Juliet a tragic tale of forbidden love with terrible consequences
Jane Austen's Pride & Prejudice with love that grows slowly after misunderstanding
Emily Brontë's Wuthering Heights explores love which disrupts and even destroys lives
.
Death:

Good vs Evil:
JR Tolien's The Lord of the Rings
CS Lewis' The Chronicles of Narnia

Coming of Age:

JD Salinger's The Catcher in the Rye follows a sixteen –year old boy dealing with teenage angst and rebellion in the 50s.

Louisa May Alcott's Little Women: four sisters' journeys from childhood to womanhood

Power & Corruption:

Shakespeare's Macbeth: title character seeks power for its own sake and delas with the consequences

Goerge Orwell's Animal Farm: an allegorical story about a group of animals who rise up against their human masters.

Survival:

William Golding's Lord of the Flies focuses on a group of young people tryong to survive alone on a desert island

Courage & Heroism:

Tolkien's The Hobbit tells the tale of an unlikely hero who musters the courage to undertake an important quest

Beowulf tells the story of the title carácter, a hero who defeats monsters and villains.

Homer's The Odyssey

Prejudice:

Harper Lee's To Kill A Mocking Bird tells of a White lawyer appointed to defend a black man falsely accused.

Mary Shelley's Frankenstein explores prejudice and fear of the unknown

Individual vs Society:

George Orwell's Nineteen Eighty-Four follows a citizen who rebels against an oppressive government

Huckleberry Finn features a misfit who runs away from home to have his own adventures

Ray Bradbury's Fahrenheit 451 features a hero who tries to sabe books in a society in which books are burned

War:

Hemingway's A Farewell to Arms follows a Lieutenant's attempt to leave the horrors of war behind

Tolstoy's War and Peace has war as one of its main focuses.

Kurt Vonnegut's Slaughterhouse Five is an 'ant-war' novel

Judgement: a character is judged for being different or doing wrong such as in Nigel Hawthorne's The Scarlet Letter.

Circle of Life:
Immortality in Oscar Wilde´s The Picture of Dorian Gray
Tolstoy's The Death of Ivan Ilych exposes the relaization that death is inevitable
F Scott Fitzgerald's The Curious Case of Benjamin Button turns the circle of life on its head.

Suffering:
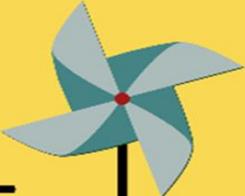Dostoevsky's Crime and Punishment is filled with suffering as well as guilt
Charles Docken's Oliver Twist looks at the suffering of impoverished children

THE POSSIBILITIES ARE ENDLESS

Using professional articles within a specific discipline
Art appreciation circles
Music appreciation circles

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Assemblies

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Process:

→the day/session starts with a period of reflection with a dialogue between equals (although an assembly can be used whenever necessary)

→the educator should be emotionally in touch with the group, providing the context for the discussion and allowing the contribution of all on an equal level. Channeling emotions and expressing feelings is paramount.

→The group reflects on and share experiences which can be of varying nature:

- curricular experiences (teaching-learning process)

- experiences to do with group harmony (group norms)

- reflection on current affairs

→- discussion of issues related to prejudice, racism and sexism (equal rights)

OBJECTIVES

→to improve emotional involvement in learning
→to promote participation in the learning-process
→to promote dialogue between equals
→to reach agreements and norms in a group of equals
→to promote self-control
→to promote communicative competence
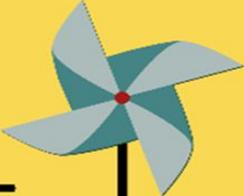→to promote group experiences and identity

OTHER ASSEMBLIES:
Whole centre assemblies for all people involved in the education process valuing the contribution of all.
Assemblies for representatives (each group sends a representative to discuss issues related to the whole centre)

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Group Cohesion Activities
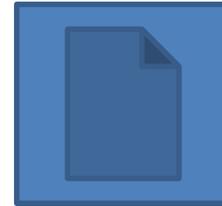
For 20 activities to use in order to promote group dynamics click on the following link

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Evaluation

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State whether you agree with the following statements on a scale from 1 (completely agree) to 5 (completely disagree)

COURSE CONTENTS AND DELIVERY

→My expectations for the course were met   1 2 3 4 5
→The training has provided strategies I can use to improve group cohesion   1 2 3 4 5
→I feel well equipped to deliver the strategies provided in this training   1 2 3 4 5
→I can transfer the knowledge provided on this course to my colleagues   1 2 3 4 5
→I found the training interesting   1 2 3 4 5
→I feel the training can improve the intrinsic motivation of my learners   1 2 3 4 5

FACILITIES AND ORGANISATION

→The facilities were suitable for the course   1 2 3 4 5
•The length of the course was suitable to deliver the contents   1 2 3 4 5
→The training was well organised   1 2 3 4 5

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