SUPPORT TO CHOOSE FUTURE

IO-3

Support for Future Choices Online Training Module

SUPPORT TO CHOOSE FUTURE

Development of Co-Agency Coaching & Mentoring System to Support VET Students in Their Decision Making process for the Future

Grant Agreement n.: 2020-1-TR01-KA202-092936

In this section, please fill in the content of each section.

Training Course>Modules>Units

Module ID (Module number: 1, Module name: INTRODUCTION Organization: S.I.D.E.S. APS
Short description of module: **The main purpose of this module is to empower educators and school professionals to actively shape students' academic and career paths. To reach that, the content of the module will lead the participants to 1) explore and recognize challenges such as early school leaving, skills mismatch, and NEET situations in European education systems and 2) to delve into the theoretical foundations of co-agency coaching and mentoring.**   **Accordingly, in this module, the participants will discover strategies to help students make informed decisions, plan projects, and develop crucial life skills by fostering collaboration among teachers, professionals, families, and communities while ensuring students acquire both knowledge and essential competencies for success.**   **This module also provides a set of practical exercises and discussions that will ensure that the participants will have insights into different school-changing processes, including Information, Instruction, Update, Practice Training, and Formation, and how they affect student engagement and learning outcomes.**

Section 1:	**Introduction**
1. Objectives and Skills	

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At the end of this session, participants will be able to:

- Understand the importance of student agency and future readiness.
- Recognize the role of VET schools and professionals in supporting students' decision-making and career planning.
- Apply coaching and mentoring techniques to empower students in making informed choices.
- Foster collaborative relationships among teachers, professionals, families, and communities.
- Implement interventions to address school dropout, skills mismatch, and NEET situations.
- Assess and guide student progress in a co-agency coaching-mentoring framework.
- Promote the Support to Choose Future project and its objectives.
- Create a supportive school environment that values student agency and engagement.
- Navigate different school changing processes effectively.
- Share best practices and collaborate with peers.

1.2 Introduction	*This section serves as an opening to the session and at the same time, aims to enable educators to unfold their existing knowledge. You can start with a question, a picture, a video, a quiz, or anything else that might serve the above aims. This section will provide some theoretical background and context to the specific unit.*

Did you know that the reduction of the share of early leavers to below 10% of young people aged 18 to 24 is one of the **Europe 2020 headline targets?**

Do you want to understand better about the meaning and impact of "early school leaving" (ESL)? Click in the image bellow and watch the following video:

The EU's work to tackle Early School Leaving

Let's talk numbers…

- According to the 2018 Eurostat, the early school leaving rate was 10.6 %. The rates are still high and over the target in some of the European countries by 2019 (for instance, Spain (17%), Romania (15%) Italy (13%) as a program country Turkey (29%).

- On the other hand, 16.5 % of the 20-34-year-old people in the EU were neither in employment nor in education and training ('NEETs') by 2018 while the races are 28.9% in Italy, 26,8% Greece, 33.2 % in Turkey, 11.1% in Slovenia, 13.6% in the UK, 8.4% in the Netherlands.

- While employment races of recent graduates were 75.9% in the EU by 2018, they were 55.7% in Turkey, 52% in Italy, 79.9% in the UK, 82.2% in Slovenia, and 92.0 % in the Netherlands.

The problems are…

1. *All these data show us the goals in EU Strategy 2020 will be achieved at the end of 2020 at the EU level. But, when we look at the statistics in terms of countries, there are serious differences in EU countries. In our opinion, as much as the goals were achieved in general terms, this unbalanced situation in the EU shows us there are still much work to do in these topics.*
2. There is a skills mismatch in the labor market which is defined as the gap between an individual's job skills and the demands of the job market (ECDVT, 2014).

What the studies say?

✓ According to Cedefop (2016), we do not know *"How many early leavers come specifically from VET pathways? Why? How many of them return to education? How many choose VET as a second chance option? And how many graduates eventually?"*

✓ The study concludes that: "in most cases, VET appears to result in higher shares of early leaving then general education." and **"VET is not only part of the problem, it can also be a solution, helping retain or return learners and young people to education and training."**

AN OVERVIEW ABOUT SCHOOL DROPOUT

There is no single prominent risk factor predicting dropout. Rather, *there are numerous risk factors that in combination with each other raise the probability of youth leaving high school early* (Gleason & Dynarski, 2002). These factors,

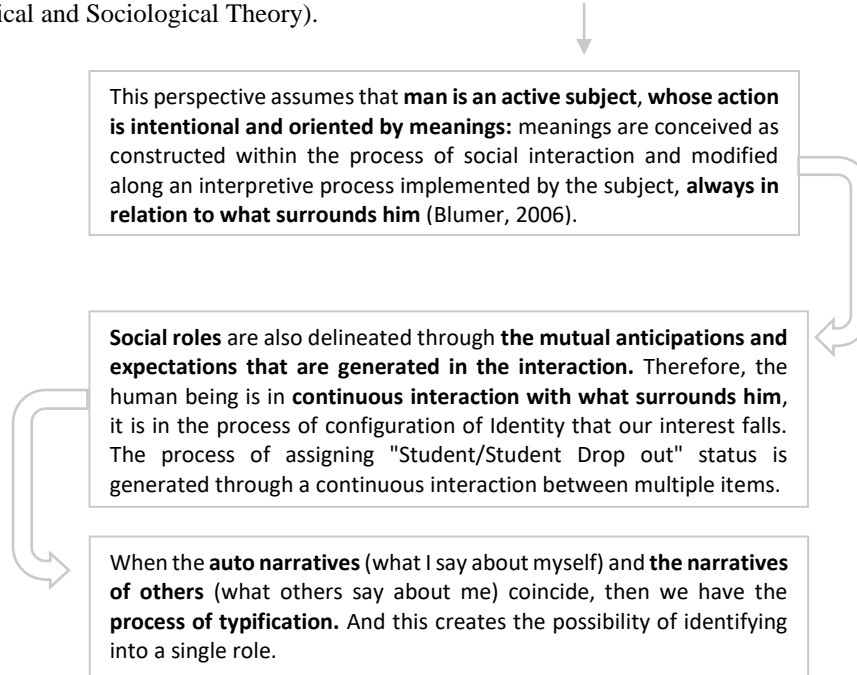according to the Center for Mental Health in Schools, UCLA (2007), fall into four broad categories related to:

Dropout rates particularly correlate with high:
- ✓ poverty rates,
- ✓ poor school attendance,
- ✓ poor academic performance,
- ✓ grade retention (i.e., being held back)
- ✓ disengagement from school (Hammond, Linton, Smink & Drew, 2007).

Individuals
(truancy, poor school attitude)

Families
(low-income, lack of parental involvement)

Schools
(negative school climate, low expectations)

Communities
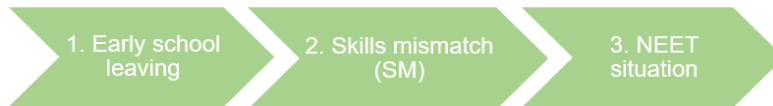(high crime, lack of community support for schools)

EPISTEMOLOGICAL AND THEORETICAL BACKGROUND OF SUPPORT TO CHOOSE FUTURE CO-AGENCY COACHING AND MENTORING TRAINING PROGRAM

Support to choose future projects was designed according to the **interactionist Perspective** (Psychological and Sociological Theory).

> This perspective assumes that **man is an active subject**, **whose action is intentional and oriented by meanings:** meanings are conceived as constructed within the process of social interaction and modified along an interpretive process implemented by the subject, **always in relation to what surrounds him** (Blumer, 2006).

> **Social roles** are also delineated through **the mutual anticipations and expectations that are generated in the interaction.** Therefore, the human being is in **continuous interaction with what surrounds him**, it is in the process of configuration of Identity that our interest falls. The process of assigning "Student/Student Drop out" status is generated through a continuous interaction between multiple items.

> When the **auto narratives** (what I say about myself) and **the narratives of others** (what others say about me) coincide, then we have the **process of typification.** And this creates the possibility of identifying into a single role.

AN INTRODUCTION OF SUPPORT TO CHOOSE FUTURE PROJECT

Support to choose future aims to reducerevent:

1. Early school leaving → **2. Skills mismatch (SM)** → **3. NEET situation**

There are many reasons that students choose to leave school early, or they live skills mismatch problems, or they become NEET in VET. By focusing on reasons, we describe them as passive members of the process by giving the active roles to the schools' system, and teachers to understand their needs and take action. **But if we want them to be an active part of the society, we should build the possibilities with them.**

Our main goal goes beyond defining the causes, but also, to explore solutions and resolutions. In fact, we can say that those who leave school early, NEET or skills mismatch situations share common ways to approach the education and labor market. **All of them show limited competencies in making functional choices for their future, imagining, and projecting a functional idea about their professional career, mapping and orienting themself to all the possibilities that the world offers**.

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A concept underlying the learning framework is "**co-agency**", the interactive, mutually supportive relationships that help learners to progress towards their valued goals. In this context, everyone should be considered as a learner, not only students but also teachers, school managers, parents, and communities."

↕

Future-ready students need to exercise agency, in their own education and throughout life. To help enable agency, educators must not only recognize learners' individuality but also acknowledge the wider set of relationships that influence their learning.

With "Support to Choose Future" project we aim to promoting:

- the decision-making/planning/projecting skills of VET students.
- the active role of VET students is is to build their lives, be responsible for improving their skills and competencies in accordance with their decisions for the future
- awareness about co-agency approach among the schools, teachers, professionals, families, and society in Europe
- the co-agency and responsibility processes among the school community

We are describing 5 school changing and interactive processes within the school environment:

Information → Instruction → Update → Practice training → Formation

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Information

- The first process is information, which is when a person is transferring knowledge to another one or to a group. **Regarding the interactive process, we can describe content and process, but knowledge acquisition is arbitrary.**

- Information does not require defined roles and objectives and it is a simple transfer of knowledge. What characterizes the information process, is that frequently there is no verification of the knowledge acquisition. **Information is not discussed by people, it is just given.**

- **Example: A traffic-signal can be interpreted in different ways and the acquisition of knowledge does not depend on specific roles.**

Instruction

- The instruction process involves a «teacher" and a learner", thus one who is the repository of knowledge and another who is the recipient. **The instruction process requires defined roles and objectives.** The relationship between the teacher and the learner is totally asymmetrical. **The evaluation of the outcomes of this process is the unilateral task of the teacher, who is not required to consider the feedback he receives from the student.**

- **The student has two choices: either he adapts to the system, or he/she is expelled from it.** Instruction depends on the role of the teacher and the student and is one-sided. When the student does not understand, the teacher explains again. **The process ends when the learner has reached the level of knowledge predetermined by the teacher.**

Update

- Update process can be described as the transmission of knowledge to people that already educated on some topic. The goal of an update is to "refresh" or "improve" the knowledge or the skills.

- After that knowledge or skills are refreshed or improved the process come to end. Therefore, it is the aim of the update processes that gives the directives.

- Participants have a basic knowledge when they are receiving the update. The evaluation of the success of the process is delegated to the trainer.

Practice Training

- Practice training process can be described as the **transmission of a practical know-how,** to the trainee by a trainer.

- **It is a one-sided process,** because the degree of competence is assessed by the trainer and not by the trainee. The evaluation of the success of the process is delegated to the trainer/evaluator.

Formation

- **This process can be described as circular,** where the knowledge is fed into the interactive network of participants.

- **The evaluation of the success of the process is necessarily the responsibility of both.**

- The relationship is asymmetrical only in terms of knowledge, but symmetrical in terms of roles.

- In formation the trainer can use strategies and interventions to work on the role of the students, according to the **SCHOOL OF COMPETENCES paradigm**

- **Example: In training, any manifestation of disinterest by the students in the work of the professional is not read as something to be eliminated, but as an element of the interaction that should be understood and used.**

1.3 Content (Activities)	*This section is the main part of the unit. Here you can include the teaching and learning activities for educators.*

Exercise 1: Identifying Suitable Strategies for Different Situations

The aim of this exercise is to analyze different situations in the school environment and identify the most appropriate strategy or changing process to address each situation effectively. By understanding the specific needs and challenges associated with each situation, participants will develop the skills to choose the right strategy that promotes student engagement and supports their active role in the school environment.

Duration: 20-30 minutes

Instructions for the Trainers:

1. Divide the participants into small groups.
2. Provide each group with a list of situations or scenarios, such as:

   • Knowledge of the Divine Comedy
   • Note for a new event in the school
   • Motivation to study
   • School rejection
   • Learning second-degree equations
   • Learning to use a new PC
   • Contrast with the teacher
   • Getting bored

3. Instruct the groups to discuss each situation and identify the strategy or changing process that would be suitable for addressing it. Encourage them to consider the unique characteristics of each situation and think critically about the strategies that would effectively engage students and promote their active role in the school environment.

4. Give the groups a specific time limit to discuss and decide on the strategy for each situation.

5. After the time limit, ask each group to present their chosen strategy and explain why they believe it is the most suitable for the given situation.

6. Facilitate a group discussion to compare the strategies presented by different groups. Encourage participants to share their perspectives, insights, and any challenges they anticipate when implementing these strategies.

7. Summarize the key points and highlight the importance of selecting strategies that align with the specific needs and goals of each situation, fostering active student engagement and promoting a positive school environment.

Note: The trainer can provide additional guidance and resources to help participants understand and explore different strategies that can be effective in addressing the identified situations.
(First the trainer is giving the possibility to the participants to select which process is most suitable for the situation described. In second place the trainer develops a reflection between the different processes using also the school paradigms differences).

Exercise 2: Taking Action to Address Student Challenges

⊕ **The aim of this exercise is** to encourage participants to brainstorm and propose specific actions or interventions to address common student challenges related to motivation to study, contrast with the teacher, and getting bored. By identifying practical strategies, participants will gain insights into promoting student engagement, improving the teacher-student relationship, and creating a more stimulating learning environment.

🕐 **Duration:** 20-30 minutes

Instructions for the trainers:

1. Divide the participants into small groups.

2. Provide each group with a list of student challenges, including:

   • Lack of motivation to study
   • Contrast with the teacher (aggressive behavior)
   • Feeling bored

3. Assign one student challenge to each group.

4. Instruct the groups to discuss and brainstorm actions or interventions that can be taken to change the student's position or address the challenge effectively. Encourage them to consider both short-term and long-term strategies and think about the specific needs and characteristics of the student in question.

5. Give the groups a specific time limit to brainstorm and come up with their proposed actions.

6. After the time limit, ask each group to present their proposed actions for addressing the assigned student challenge. Allow them to explain their rationale and discuss the potential impact of their proposed interventions.

7. Facilitate a group discussion where participants can share their insights, exchange ideas, and explore the pros and cons of different strategies. Emphasize the importance of considering individual student needs, creating a supportive and respectful learning environment, and fostering a positive teacher-student relationship.

8. Summarize the key points and highlight the variety of approaches that can be taken to address student challenges. Encourage participants to reflect on how these strategies can be applied in their own teaching contexts.

Note: The trainer can provide additional resources, such as case studies or real-life examples, to further inspire participants and deepen their understanding of effective actions and interventions for addressing student challenges.

⚠

1.4. Evaluation	*This section serves as the self-evaluation for the unit. The evaluation must have the form of multiple-choice questions (4 answers to be available, DO NOT USE No or Yes option)*

Question 1: What is one of the main goals of the "Support to Choose Future" project?

A) Increasing early school leaving

B) Promoting skills mismatch

C) Preventing NEET situations

D) Reducing co-agency among stakeholders

Question 2: Which of the following is NOT one of the five school changing processes described in the training module?

A) Formation

B) Collaboration

C) Practice Training

D) Information

Question 3: According to the Interactionist Perspective, what is essential for understanding the process of assigning "Student/Student Drop out" status?

A) Consistency between auto-narratives and narratives of others

B) Isolation from social interactions

C) Rigid roles and expectations

D) Unilateral decision-making by teachers

Question 4: Why is it important to invest in training VET teachers and school professionals in co-agency coaching-mentoring?

A) Because they have no impact on student development

B) Because they can effectively promote students' exercise of agency

C) Because they focus solely on knowledge acquisition

D) Because they are not involved in school communities

Question 5: Which of the following best characterizes the "School as place of citizens skills" paradigm?

A) Focusing on promoting competencies over knowledge acquisition

B) Relying solely on information transfer

C) Asymmetrical relationship between teachers and students

D) Preparing students for specific job positions

1.5 References	Center for Mental Health in Schools at UCLA. (2007). Dropout prevention. Los Angeles, CA: Retrieved from http://smhp.psych.ucla.edu/pdfdocs/DropoutPrev/dropout.pdf Demet Uyar, Koçluk Hakkında Her Şey, Sola Unitas Yayınları, 2022. Doç. Dr. Selim Özdemir, Dr. Ümmühan Yiğit Seyfi, Uzman Rıza Cenat, Bir Meslek Olarak Koçluk Sanatı ve İşletme Koçluğu, Cinius Yayınları, 2006. Faccio, E., Iudici, A., Turco, F., Mazzuccato, M., Castelnuovo, G. (2017). What Works for Promoting Health at School: Improving Programs against Substance Abuse. Front. Psychol. Clinical and Health Psychology. Ferrara, J. M., (1996). Peer Mediation Finding a Way to Care. *Stenhouse Publishers York, Maine*. Gilhooley, J., Scheuch. (2000). N. S., Using Peer Mediation in Classrooms and Scholls. *Corwin Press, Inc.A Sage Publications Company Tousand Oaks, California.* https://mediationsavannah.com/peer-mediation/ Gleason, P., & Dynarski, M. (2002). Do we know whom to serve? Issues in using risk factors to identify dropouts. Journal of Education for Students Placed At Risk, 7(1), 25-41.

In this section, please fill in the content of each section.

Training Course>Modules>Units

Module ID (Module number: 2, Module name: COACHING AND MENTORING SKILLS Organization: CASGEM
Short description of module

- This module aims to equip educators, teachers and school professionals with coaching and mentoring skills to help students make better choices about their future.

- Through this module, participants will discover how to integrate coaching and mentoring skills into their own positions and professions. With coaching skills, they build trust with their students and support young people to take responsibility for their own lives. With mentoring skills, they share their own experiences in a coach-like style, enabling young people to find their own path inspired by the mentee's experiences.

- With this module, participants gain new communication skills. By learning to communicate empathetically, they will be able to develop relationships with their students in order to understand each other better. In the long run, this new way of relating can increase intergenerational cooperation both within families and in schools. Thus, each new generation can become more self-confident and make better decisions and choices about their own lives. |

Section 2:	COACHING AND MENTORING SKILLS
2.1 Objectives and Skills	

At the end of this session, participants will be able to:
- Have the competence of rapport with students when needed.
- Guide students to define S.M.A.R.T goals.
- Have active and empathetic listening skills.
- Develop strong observation and reflection, feedback skills.
- Ask powerful questions to support students.
- Encourage students to have a broad perspective.
- Perform mentoring skills.

2.2 Introduction	*In this module the facilitator utilizes non-formal education techniques to deliver the content. The techniques chosen by the facilitator during the implementation of the module should involve the active participation of the participant. For this purpose, the module should be diversified with methods such as group discussions, learning by experiencing.*

AIM OF THE COACHING AND MENTORING SKILLS

Professionals who use their co-agency coaching skills in the school environment (teacher, coach, counselor, etc.):

1. Support students in setting and building interactive and mutually supportive relationships with other students, professionals, parents and the community in the school to set and achieve their goals.

2. Support students to take an active role in decision-making processes in the learning environment.

3. Support students to develop basic skills for the full potential implementation of co-agency.
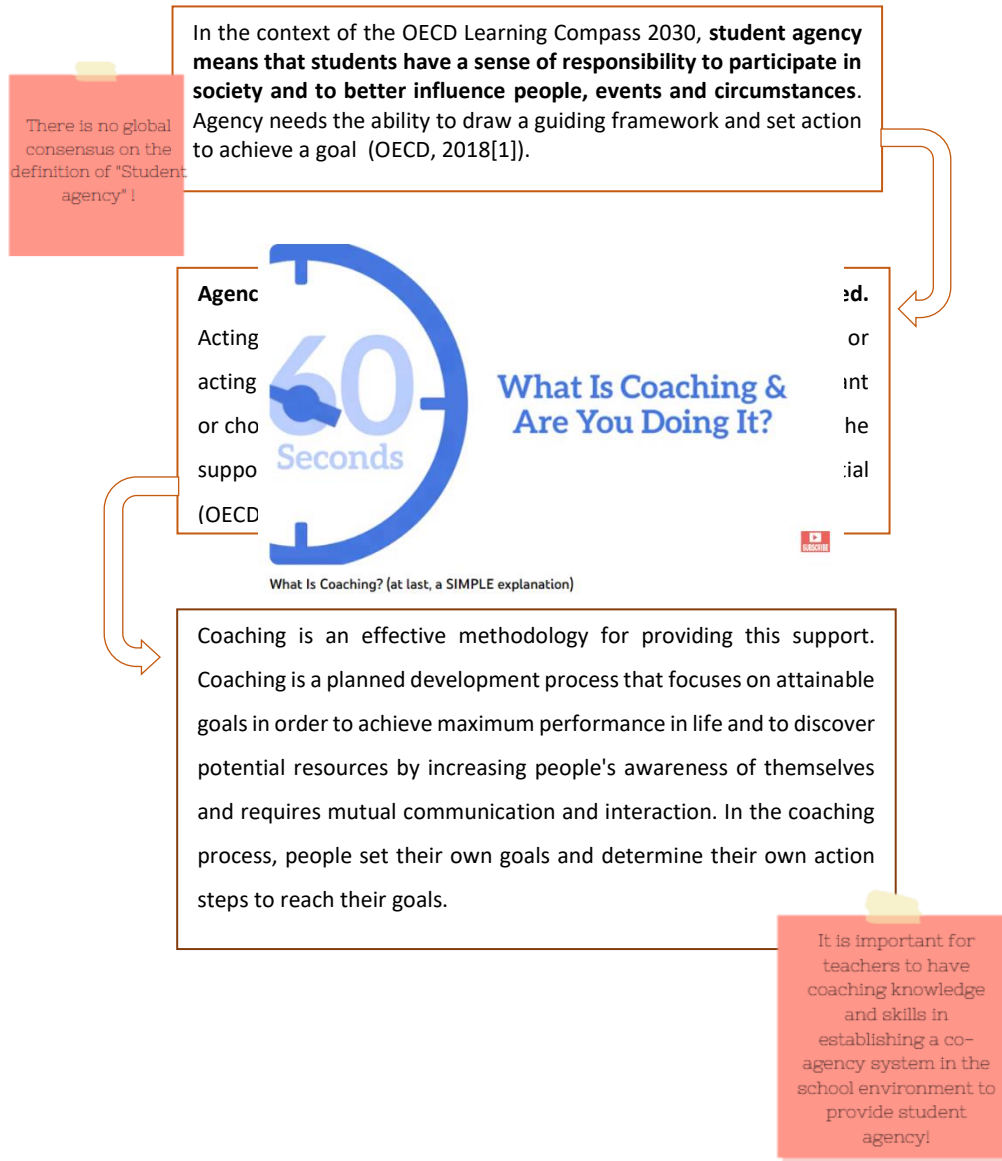
4. Support students by active listening.

5. Create awareness by asking powerful questions..

6. Build confidence in students to find their own solutions instead of telling them what to do.

7. Suspend prejudices in relations with students.

8. Support students to build insight/awareness by listening, asking questions and challenging.

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Within the scope of the **Support to Choose Future project, the concept of "co-agency coaching" has developed by using the concepts of co-agency and coaching together in the school environment. The aim is to provide 'student agency' through co-agency in the school environment.**

There is no global consensus on the definition of "Student agency" !

In the context of the OECD Learning Compass 2030, **student agency means that students have a sense of responsibility to participate in society and to better influence people, events and circumstances**. Agency needs the ability to draw a guiding framework and set action to achieve a goal (OECD, 2018[1]).

Agenc ... **ed.**
Acting ... or
acting ... nt
or cho ... he
suppo ... ial
(OECD ...

What Is Coaching? (at last, a SIMPLE explanation)

Coaching is an effective methodology for providing this support. Coaching is a planned development process that focuses on attainable goals in order to achieve maximum performance in life and to discover potential resources by increasing people's awareness of themselves and requires mutual communication and interaction. In the coaching process, people set their own goals and determine their own action steps to reach their goals.

It is important for teachers to have coaching knowledge and skills in establishing a co-agency system in the school environment to provide student agency!

Coaching Skills and Competencies

WHAT IS COACHING? ICF (International Coaching Federation) Coaching Definition:

> Partnering with people in a thought-provoking and creative process to maximize their personal and professional potential.

To understand better, watch the video bellow (click in the image):

IMPORTANT TO KNOW !

COACHING IS NOT:

- It is not a quick talk, it is part of a structured process.
- It aims not to develop people directly, but to equip them with the necessary equipment to improve themselves.
- It does not focus only on the shortcomings of the person, but also reveals, reinforces and develops his/her strengths.
- It is not an improvement in which problematic behaviors are tried to be corrected, it is aimed at increasing the skills and competencies of the person.
- It is not about doing what people have to do for them, solving their problems for them or making decisions for them.

WHAT ARE THE BENEFITS OF COACHING?

- Develops awareness and sense of responsibility
- Enables to use potential
- Support in setting clearer goals and objectives,
- Strengthens communication and self-expression skills,
- Increases the ability to work independently,
- Increase the ability to think outside the box
- Develops problem-solving skills,
- And many others...

COACHING PRINCIPLES

Trust	Sincerity	Objectivity	Consistency
•The coachee should be able to open his thoughts to his coach without any hesitation. Everything spoken between the coach and the coachee should be confidential.	•It is very important for the coach to act sincerely and naturally. The simplest way to demonstrate this is to give your coaching full attention and listen with your whole being.	•There are two equal people in a coaching relationship. One cannot be considered more valuable, more knowledgeable or experienced than the other.	•Confidence is shaken when what the coach says and does contradict each other. If the coach has thoughts that occupy him and his attention during the interview, it is imperative that he clear his mind.

COACHING SKILLS

RAPPORT

- **Establishing a reliable bond:** A reliable bond between two people; It is a relationship where both feel truly seen, recognized, and respected.
- **Body Language**: Your posture should be relaxed; Speak slowly, clearly and with courtesy. Pay attention to the student's body language. The more you can focus on the student, the more he or she will feel respected. **To learn more about body language while coaching, please rea the following article:** Body Language in Coaching — CoachingBest
- **Providing genuine support:** Giving sincere support makes students feel good about themselves, their performance, their progress, their plans for the future, or all of that.
- **Heart-centered presence:** Desires of belonging, happiness and satisfaction lie behind every result that people want to achieve. These are requests from the heart.
- **Alignment** with one's representation system: We all perceive the world with our five senses. We use these senses inwardly and visualize events in our minds, remember, plan, solve problems. These senses work in different capacities in each of us.

SELF MANAGEMENT

- Self-management includes **managing our inner voice and negative mood**, and staying neutral and non-judgmental. Otherwise, the Students will notice this and will not open up.

DEFININF THE TARGET

> When individuals work on any task or job, they compare their own performance with their goals. Self-evaluation of individuals in this way strengthens the belief in their own competence and thus increases motivation. Achieving goals increases the expectation of self-efficacy and motivates the individual to choose new goals and be resistant to obstacles. **Therefore, objectives help students focus on the task, determine appropriate strategies, and manage the process.**

The objective must be:

S Specific (The goal is clear and obvious)

M Measurable (The goal is measurable)

A Achievable and Attainable (The goal is difficult but attainable)

R Realistic and Relevant (The goal is realistic and meaningful for the individual)

T Time Phased (Target is time based)

LISTENING

> **Listening in coaching should be active, deep and focused**. It is important to hear what the person is saying not from your model of the world, but from his perspective, trying to understand his perspective and paradigms.
> Allow this **silence** when the student is silent. At those moments, the student may be gaining new awareness.
> While listening to the student; You should try to remain **unbiased** and **avoid making guesses and assumptions.**

OBSERVING

> It is necessary to get to **know the student** as a whole, both by listening to what they express **verbally** and by observing what they reflect with **nonverbal** communication. The messages given by the students' body language are also important. These messages reflect the inner state of the student.
> **Paying attention to the student's body posture,** tone of voice and speed, exploring their emotions, provides deeper insight and understanding. The aim is to be aware of the student's body language and to reflect this to him. For example, if the student is constantly shaking their feet, "**I see you shaking your foot, what does that mean to you?**" You can ask a question. In addition, the student can be asked where in his body he feels an emotion that he has mentioned.

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REFLECTING

➢ Asking questions is one of the most important coaching skills because it both raises the student's awareness of their challenges or goals and activates them. The simpler the question, the greater the impact.

➢ **Asking Powerful Questions** invites the student to examine and is stimulating. It leads people to greater creativity and insight. It invites students to look inward (what do you really want?) or to the future (think six months ahead. What decisions would you make for today when you look from there?). Powerful questions; It contains the words **"what", "how"** and **"why"**

For example:

"How can you get better?"; "You can finish anyway?"; "Why couldn't you finish?"; "Why couldn't you?"get

ASKING QUESTIONS

➢ **The purpose of reflecting is to reflect on what you see and hear,** making the student notice certain patterns or vicious circles in their thinking.

➢ We take the student's words, ideas and messages and turn them into new sentences with our own words. In doing so**, we do not express our own opinions and should not add additional information.** By repeating what we listen to at regular intervals, we show that we understand what the student is thinking and feeling. This gives the student the impression that what they think and feel is taken seriously and accepted.

For example:

"I understand that you did ...", "Do you mean ...?", "I want to briefly summarize …", "Did I get it right.."

FEEDBACK

➢ Giving feedback is **expressing our observations clearly** in order to provide new awareness to the student. **Feedback is observational and non-judgmental**. It's definitely not a criticism. It is necessary to focus on the situation, not the person.

➢ **When giving feedback, permission must be obtained**: "Can I give feedback on this?", and then ask: "How does this feedback reflect on you?" "What did hearing this create in your mind?"

➢ **In addition to giving feedback, feedback should also be requested.** When you receive feedback in order to continue your development as a teacher, you will have the chance to better

evaluate your experience and learn from the students, and your professional relationship with your students will be much more balanced and based on respect.

Sandwich technique

For example:

"I am very pleased with your help and effort in the project class. However, if the materials in the project class are not kept neat and clean, we cannot easily find the things we want. I look forward to your support in organizing the class. I believe we will make a more productive project thanks to your hard working attitude."

IMAGINING THE FUTURE

➢ During the daydream, the coach asks the students **to imagine the future they want to create**. In the vision of the future, the student honors their values, creates a picture of the future, a vision, and is motivated to take action towards it.

For example:

Where would you like to be in 5 or 10 years from now?", "Where do you see yourself in the future?", "What kind of person are you in the future?", "What meaning is your vision based on?", "What roles might you have in the future"....

BROAD PERSPECTIVE

➢ When students are unable to deal with daily problems and waste time with details, they cannot fully understand and deal with the situation they are in. Students often look at their lives as if they were looking at them from the foot of a mountain. **To broaden their perspective, you can ask the student to go up to the top of the mountain and look at the whole landscape that makes up his life.**

➢ If we ask questions that will enable them to look at the current issue from above, we will enable them to consider the events from a wider perspective and therefore find more solution alternatives: "What kind of picture would you see if you went a little further and looked at the subject again?", "If you were to look at the current situation from the top of a mountain, what would you see?", etc.

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FOCUS

➢ If the agenda of the meeting is not clearly determined when you start the meeting, the student can jump from branch to branch. After the student determines the agenda, he/she is provided to deepen on this subject. Sometimes, as one's awareness of one's agenda increases, it may turn out to be different. In this case, the coach **reminds the student of their first agenda and updates the student agenda if necessary.**

➢ **You can stop the student telling stories away from the main topic to return to the main topic.** This means being candid and direct with the student and allowing the student to deal honestly with the underlying situation.

For example:

You can politely say, "As far as I can see, you are talking about other topics, I understand that these are important to you as well, but to come to the main topic…"

ENCOURAGE

➢ **Recognizing students' talents, efforts and appreciating their achievements; become the driving force for the development of students.** You can encourage students to recognize their strengths and be inspired by their own real success stories.

➢ Students' self-confidence may drop if they forget the internal resources they have, especially when going through challenging times. When they question their own competencies or hesitate to take action, you can boldly encourage them to move forward by reminding them of the strengths you see in them.

REQUEST

➢ The coaching process continues outside the interview. You can make requests and requests that encourage the student to gather more information, think, observe, research or practice on the agenda items, that is, that will enable the student to reach his/her goal. **Requests; should be clear and distinct.**

For Example:

"What would you like to do this week about this awareness?", "What steps will you take to add this new awareness you have gained to your life?", "What should you do differently from now on?", "What will you say yes to with this awareness?", "What will you say no to?" will you say?".

SUPPORT TO CHOOSE FUTURE
GELECEK SEÇİMLERİNE DESTEK

TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

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CREATING RESPONSABILITY

- **This skill is holding the student accountable for what he says he will do**. The aim is to provide **self-discipline in the student**. Accountability does not involve blame or judgment. Rather, the coach encourages the student to **commit to their own decisions** and asks if they can share the consequences of their decisions. Holds the student responsible for the process and his/her own development.

For example:

"It is your choice not to study; what will be the consequences; shall we talk together?"; "What have you done so far to complete the subject? What can you do next?", "Would you like to let me know about it?"...

FOLLOWING

APPRECIATING

- **Appreciation strengthens the student's foundation and makes him stand upright**. Praise and congratulations highlight what people did: "Your presentation was inspiring for me."
- To appreciate the student is to convey **all kinds of positive attitudes** and behaviors and personality traits to them with motivating and inspiring words. The student is appreciated based on real data.
- **Appreciation dimensions; It is three-dimensional: having, doing, and being.**
- The student generally cannot see their positive features. **We can be a mirror for students to see the best in themselves**. Thus, the focused feature expands and expands. As the student looks at what is right and positive, he notices it and can strengthen that part.
- **The student should follow the things he says he will do**, ask him how long he will fulfill them, and if necessary, he should be interviewed once a week to observe the change.
- Follow-up is an important driver in one's progress towards self-determined goals. **Failure to make commitments may indicate that the person is not really ready for this change, or may indicate that he is not motivated enough.** In this process, the coach explores the issues that prevent, stop, or actuate the person by talking about it, and coaches these issues.
- At the beginning of each interview, the things that the student said he would do in the previous interview are followed up by asking each student one by one.

EXPERIENCE TRANSFER

- Since the aim is to develop the student; experiences should be transferred in such a way as to enable the student to draw the necessary lesson from them. The experience is told, the student is

prompted to reflect, and encouraged to take their own message from this story: "What does this situation I have described mean to you about your situation?", "What can you get from here?"

INSPIRATION

➢ Inspiration is the teacher's sharing of knowledge and experience in a way that will benefit the student, and offering different options to the student at the point of blockage.

➢ The student's needs must be accurately identified. The important thing is; It is the teacher's ability to choose the most appropriate experience for the student among his/her experiences. After each sharing of the teacher; **"What do you think about this?", "After what I told you, what would you say if I asked you to look at the situation from your own perspective?" should say and stop. It should encourage the student to talk, make choices and think.**

1.3. Activities:

Exercise 1: Reflective Listening Practice

The aim of this exercise is to enhance teachers' reflective listening skills, which are essential for effective coaching and mentoring. By engaging in reflective listening activities, participants will develop their ability to actively listen, understand, and respond empathetically to their colleagues' concerns and experiences.

Duration: 30 minutes

Instructions for the Trainers:

1. Divide the participants into pairs, ensuring that each pair consists of an "active listener" and a "speaker."

2. Explain to the participants that the active listener's role is to practice reflective listening, while the speaker's role is to share a specific teaching challenge or experience they would like to discuss.

3. Set a time limit (e.g., 5 minutes) for each speaker to share their thoughts and experiences with their active listener.

4. Instruct the active listeners to use reflective listening techniques such as paraphrasing, summarizing, and asking open-ended questions to demonstrate their understanding and encourage further exploration of the speaker's thoughts and feelings.

5. After the allocated time, ask the pairs to switch roles, allowing the previous active listener to become the speaker and vice versa.

6. Repeat the process for the new set of pairs, giving each participant an opportunity to practice both roles.

7. Facilitate a group discussion where participants can share their experiences, challenges, and observations during the exercise. Encourage them to reflect on the effectiveness of reflective listening in building trust, fostering open communication, and promoting professional growth.

8. Provide feedback and additional guidance on effective reflective listening techniques, addressing any questions or concerns raised by the participants.

Exercise 2: Coaching Scenarios

The aim of this exercise is to enhance teachers' coaching skills by applying coaching strategies to various scenarios. Through analyzing and discussing coaching scenarios, participants will develop their ability to ask powerful questions, provide constructive feedback, and support colleagues in their professional development.

Duration: 40 minutes

Instructions for the Trainers:

1. Divide the participants into small groups of 3-4 members.
2. Provide each group with a set of coaching scenarios related to common teaching challenges or professional development situations. Ensure that each group has a copy of the same scenarios.
3. Instruct the groups to read and discuss each scenario, considering the coaching techniques and strategies they would use to support the teacher in that situation.
4. Encourage participants to take turns playing the roles of the coach, teacher, and observer within their groups.
5. In each scenario, the coach will apply coaching techniques such as active listening, asking open-ended questions, and providing constructive feedback to support the teacher in finding their own solutions.
6. Allocate a specific time limit (e.g., 10 minutes) for each scenario discussion, allowing participants to rotate roles and explore different coaching approaches.
7. After the allocated time, bring the groups together for a larger group discussion. Ask each group to share their observations, insights, and effective coaching strategies they identified during the exercise.
8. Facilitate a debriefing discussion, highlighting key coaching skills and techniques that emerged during the exercise. Encourage participants to reflect on how they can apply these coaching strategies in their own mentoring or coaching interactions with colleagues.

Note: The trainer can provide additional resources, such as coaching frameworks or models, to further support participants in their understanding and application of coaching and mentoring skills.

2.3 Evaluation	*This section serves as the self-evaluation for the unit. The evaluation must have the form of multiple choice questions (4 answers to be available, DO NOT USE No or Yes option)*

1. Which of the following are among the purposes of integrating coaching and mentoring skills into the school environment?

a. To ensure that more resources are invested in the school.

b. To increase the number of students in the school,

c. To contribute to the establishment of a co-agency approach in the school.

d. To make the school the first in the region.

2. Which of the following is not a coaching skill?

a. Asking powerful questions

b. Empathic Communication

c. Reflecting

d. Making choices on behalf of the student

3. What skills should be used in addition to coaching to mentor effectively?

I. To be inspired

II. Transferring experience

III. Giving wisdom

IV. Giving instructions

a. I- II

b. II- III

c. IV-I

d. III-IV

3. **Which of the following should a school professional who wants to mentor a student who has expressed a desire to drop out of school say?**

a. "I have told you about my own experiences, what would be the right choice for you, taking these experiences into consideration?"

b. "If I were you, I would never drop out of school."

c. "Your family will be very upset if you drop out of school."

d. "This decision will make you a failure all your life."

4. **Which of the following powerful question does a school professional ask when taking a coaching approach to a student who needs support in choosing his/her future?**

a. "Why do you think you can't choose?"

b. "Do you find it difficult to make choices?"

c. "What do you need to be able to choose?"

d. "Wouldn't you consider focusing on your academic achievement instead of making choices?"

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Curriculum Template

In this section, please fill in the content of each section.

Training Course>Modules>Units

Module 4_ Building Collaborative Connections: Enhancing Professional Development for Teachers using Video Research Tools
Organization: NEFINIA
Short description of module: This course is designed for individuals who are passionate about fostering interactive and supportive relationships within educational settings. It is ideal for teachers, educators, and other professionals in the field of education who see the value in promoting relationships among students, teachers/professionals, and families. The course is particularly beneficial for individuals who understand the importance of understanding students' goals and values and wish to enhance their communication strategies to better support their students. It is also well-suited for those who are dedicated to creating a positive and inclusive classroom environment, as well as implementing collaborative learning activities. Individuals who are interested in establishing strong partnerships with families and developing empathy and cultural competence will find this course highly valuable. Lastly, individuals who are committed to promoting student empowerment and agency will greatly benefit from the insights and strategies provided in this course.

Section 1:	Promoting Interactive and Supportive Relationships

2. Objectives and Skills	

Understanding students' goals and values play a crucial role in promoting interactive and supportive relationships in the classroom. By understanding what drives and motivates students, educators can create an environment that encourages learning, growth, and collaboration. In this tutorial, we will delve into the importance of understanding students' goals and values and explore strategies to effectively connect with them.

1. Building Rapport:

Developing a strong rapport with students is the foundation for understanding their goals and values. Start by creating a positive and inclusive classroom environment. Show genuine interest in each student as an individual and create opportunities for open communication.

2. Active Listening:

To uncover students' goals and values, it is important to be an active listener. Encourage students to share their thoughts, opinions, and aspirations. This could be through class discussions, one-on-one conversations, or written reflections. Pay attention to verbal and non-verbal cues to gain insights into their interests and motivations.

3. Individual Goal-Setting:

Help students identify and set their own goals. This can be done through goal-setting exercises or by using student self-reflection journals. Encourage them to think about their short-term and long-term goals and how they relate to their personal values and interests. By involving students in this process, they become active participants in their own learning journey.

4. Get to Know Their Backgrounds:

Understanding students' cultural backgrounds, experiences, and interests is key to relating to their goals and values. Take the time to learn about their diverse backgrounds and incorporate cultural references into the curriculum. This fosters a sense of inclusivity and empowers students to embrace their unique identities.

5. Connect Learning to Real-World Contexts:

Help students see the relevance of what they are learning by connecting it to real-world contexts. By showing how the knowledge and skills acquired in the classroom can be applied to their personal goals, interests, or future careers, students are more likely to be engaged and invested in their education.

6. Utilize Different Learning Styles:

Recognize that students have different learning styles and preferences. Some students may be visual learners, while others prefer hands-on activities. By catering to various learning styles, educators can better align their instruction with students' goals and values, enhancing engagement and understanding.

7. Foster Collaboration:

Create opportunities for collaboration among students. By working together on projects, discussions, or group activities, students can discover shared goals and interests. This promotes teamwork and strengthens relationships among peers, facilitating a supportive and interactive learning environment.

8. Regular Check-ins:

Continuously check in with students to monitor their progress, address any challenges, and assess their evolving goals and values. This can be done through informal conversations, progress reviews, or goal reassessments. As students' goals may change over time, it is essential to maintain an open and ongoing dialogue.

By understanding students' goals and values, educators can create a personalized and meaningful learning experience. This promotes interactive and supportive relationships within the classroom and empowers students to thrive academically and personally. Remember to utilize different strategies to connect with students and always prioritize open communication and active listening.

Section 2:	Benefits of promoting relationships among students, teachers/professionals, and families

Building positive relationships among students, teachers/professionals, and families is essential in creating a supportive and interactive learning environment. These relationships play a vital role in the success and well-being of students. In this tutorial, we will explore the benefits of promoting relationships among these three key stakeholders.

1. Enhances Student Learning:

When students have positive relationships with their peers, teachers/professionals, and families, it creates a sense of belonging and emotional support. This, in turn, enhances their overall learning experience. Students feel comfortable asking questions, seeking help, and collaborating with their peers. Teachers/professionals and families work together to support and guide students, leading to improved academic performance.

2. Increases Student Engagement:

When students feel connected to their teachers/professionals and families, they are more motivated to actively participate in learning activities. Positive relationships foster trust and encourage students to engage in class discussions, ask for clarification, and share their ideas. As a result, students become more invested in their own learning and are willing to take risks in their academic pursuits.

3. Improves Behavior and Classroom Management:

Building strong relationships with students promotes a positive classroom culture. When teachers/professionals develop mutual respect and trust with their students, they are better able to manage student behavior effectively. Students are more likely to follow classroom rules, display positive attitudes, and engage in respectful interactions. Additionally, involving families in the process further reinforces positive behavior expectations both at home and in the classroom.

4. Enhances Individualized Support:

When there are collaborative relationships among students, teachers/professionals, and families, it becomes easier to identify and address individual student needs. Teachers/professionals can work closely with families to understand students' strengths, weaknesses, and learning styles, allowing for personalized instruction and support. This tailored approach helps students to reach their full potential and overcome challenges more effectively.

5. Fosters a Sense of Community:

Promoting relationships among students, teachers/professionals, and families creates a sense of community within the educational setting. Students feel connected to their classmates, learning environment, and the broader school community. Through open communication and regular involvement, families feel more connected to their child's education and school life. This sense of

community fosters a positive and inclusive learning environment where everyone feels valued and supported.

6. Increases Parental Involvement:

By nurturing relationships with families, teachers/professionals can encourage increased parental involvement in their child's education. Regular communication, parent-teacher conferences, and family engagement activities provide opportunities for parents to actively participate in supporting their child's learning. This involvement has been shown to positively impact students' academic achievement and overall well-being.

In conclusion, promoting interactive and supportive relationships among students, teachers/professionals, and families has numerous benefits. It enhances student learning, boosts engagement, improves behavior, allows for individualized support, fosters a sense of community, and increases parental involvement. Building and nurturing these relationships create a positive and inclusive learning environment where students thrive and reach their full potential.

Section 2:	Collaborative learning activities

Collaborative Learning Activities for Promoting Interactive and Supportive Relationships

In a classroom setting, collaborative learning activities play a crucial role in promoting interactive and supportive relationships among students, teachers, and professionals. Collaborative learning encourages students to actively engage with their peers, fostering effective communication, teamwork, and problem-solving skills. By emphasizing cooperation and mutual support, collaborative learning activities create a positive and inclusive classroom environment, where students feel empowered and valued. This tutorial will discuss various collaborative learning strategies that can be implemented to promote interactive and supportive relationships.

1. Group Projects:

Group projects are an excellent way to encourage collaboration and teamwork among students. Divide the class into small groups and assign them a project that requires collective effort. This could be a research assignment, a presentation, or a hands-on activity. Group projects not only encourage students to work together, but they also foster strong relationships built on trust and mutual support. Teachers can provide clear guidelines and deadlines to ensure accountability within the group.

2. Think-Pair-Share:

Think-Pair-Share is a simple yet effective collaborative learning strategy that promotes interactive discussions. Start by posing a question or a problem to the class. Give students a few moments to reflect individually (think). Then, pair students up and have them share their thoughts with their partner (pair). Finally, open the discussion to the whole class, allowing students to share their ideas and engage in a group conversation (share). This strategy encourages active participation, listening skills, and the exploration of different perspectives.

3. Jigsaw:

The jigsaw strategy involves dividing a larger topic into smaller subtopics and assigning each subtopic to a group of students. Each group becomes an expert on their assigned subtopic and collaborates to understand and explore it in-depth. Afterward, the class reconvenes, with one representative from each group sharing their findings. This collaborative learning activity promotes cooperation, as each member of the group plays a vital role in the overall understanding of the topic.

4. Peer Tutoring:

Peer tutoring is an effective way to encourage interactive and supportive relationships among students. Assign stronger students as tutors to those who may need extra support in certain subjects. This not only provides additional academic assistance but also fosters a sense of responsibility, empathy, and support. Peer tutoring allows students to learn from and teach one another, building positive relationships that extend beyond the classroom.

5. Problem-Solving Scenarios:

Introduce problem-solving scenarios that require students to work together to find solutions. These scenarios can be real-life situations or fictional scenarios. By engaging in collaborative problem-solving, students learn to communicate effectively, actively listen to others' viewpoints, and contribute ideas collectively. Encourage students to consider diverse perspectives and respect each other's opinions during the discussion.

6. Role-Playing:

Role-playing activities provide students with an opportunity to step into different roles and perspectives. Create scenarios that require students to interact and work collaboratively to address specific challenges or conflicts. By assuming different roles, students develop empathy, enhance their communication skills, and practice problem-solving within a supportive environment.

7. Collaborative Writing:

Collaborative writing activities involve students working together to create a piece of written work. This can include group essays, shared Google Docs, or writing projects where students take turns contributing to a story or research paper. Collaborative writing not only encourages students to communicate and cooperate effectively but also allows them to learn from each other's writing styles and perspectives.

8. Project-Based Learning:

Implement project-based learning (PBL) activities that require students to actively engage in the entire process of researching, planning, and executing a project. PBL encourages collaborative work, as students often need to divide tasks, delegate responsibilities, and work together to achieve a common goal. This approach gives students the opportunity to apply knowledge, think critically, and collaborate in a meaningful way.

In summary, collaborative learning activities are valuable tools for promoting interactive and supportive relationships in the classroom. By incorporating strategies such as group projects, think-pair-share, jigsaw, peer tutoring, problem-solving scenarios, role-playing, collaborative writing, and project-based learning, teachers can foster a positive and inclusive environment where students actively engage, support each other, and develop a range of essential skills. These collaborative learning activities not only enhance academic performance but also prepare students for future endeavors that require teamwork, cooperation, and effective communication.

Section 2:	Promoting student empowerment and agency

In the context of promoting interactive and supportive relationships, fostering student empowerment and agency is a crucial aspect of education. When students feel empowered, they develop a sense of responsibility and confidence in their abilities. This tutorial aims to provide detailed guidance on promoting student empowerment and agency, within the broader topic of interactive and supportive relationships. By following the suggestions and strategies outlined below, educators can create a classroom environment that encourages students to take ownership of their learning and become active participants in their educational journey.

1. Encourage student voice and choice:

   - Provide opportunities for students to have a say in decision-making processes within the classroom. This can include selecting topics for projects or discussions, determining group dynamics, or participating in classroom rules and expectations setting.

   - Implement student-centered teaching approaches, such as project-based learning, where students have the freedom to select their projects and pursue their personal interests.

2. Foster a growth mindset:

   - Teach students about the concept of a growth mindset, explaining that intelligence and abilities can be developed through effort and perseverance.

   - Praise students for their effort rather than solely focusing on achievement, helping them understand that mistakes and setbacks are valuable learning opportunities.

   - Encourage reflection and self-assessment, where students can identify their strengths and areas for growth.

3. Provide opportunities for leadership:

   - Assign roles within the classroom, such as class representative, group leader, or peer mentor.

   - Allow students to take turns leading discussions, facilitating activities, or leading the class in certain tasks.

   - Celebrate and recognize student leadership skills and contributions.

4. Promote goal setting and self-monitoring:

   - Teach students how to set realistic and achievable goals, both academically and personally.

   - Guide students in monitoring their progress towards their goals, helping them identify strategies to overcome obstacles and stay motivated.

   - Provide opportunities for regular reflection on progress, allowing students to adjust their goals and action plans accordingly.

5. Cultivate a culture of collaboration and teamwork:

   - Encourage students to collaborate with their peers on various projects and assignments.

   - Provide structured opportunities for students to share their knowledge and skills with others, fostering a sense of competence and achievement.

   - Facilitate peer feedback and peer assessment, where students learn from and support each other's growth.

6. Emphasize student agency in assessments:

   - Offer choices for assessment methods, allowing students to select the format that aligns with their strengths and preferences.

   - Encourage students to take an active role in self-assessment, where they reflect on their learning progress and provide evidence of their achievements.

7. Foster creativity and innovation:

   - Create an environment that encourages students to think critically, explore ideas, and take risks.

   - Provide open-ended assignments and projects that allow for diverse interpretations and innovative solutions.

   - Celebrate and showcase student creativity and ingenuity through exhibitions, presentations, or displays.

8. Develop a culture of trust and respect:

   - Establish a safe and inclusive classroom environment, where students feel comfortable expressing their thoughts, opinions, and concerns.

   - Model and teach effective communication and conflict resolution skills, emphasizing the importance of active listening and empathy.

   - Respect students' thoughts, choices, and decisions, encouraging them to do the same for their peers.

By implementing these strategies, educators can create a dynamic and empowering learning environment that promotes student agency and fosters their growth as independent learners. Empowered students are more likely to actively engage in their learning, develop essential skills, and become lifelong learners who can navigate the challenges of the modern world with confidence and purpose.

Section 2:	Establishing strong partnerships with families

Building strong partnerships with families is a crucial aspect of promoting interactive and supportive relationships in an educational setting. By working closely with families, teachers can create a collaborative and inclusive environment that supports student success. In this tutorial, we will explore strategies to establish and maintain strong partnerships with families.

1. Creating a Welcoming Environment

   - Set up a welcoming and inviting classroom environment that reflects inclusivity and respect for all families.

   - Provide a space where families can display their cultural artifacts and share their traditions.

   - Host open-house events or parent-teacher conferences to encourage families to visit and engage in dialogue.

2. Effective Communication

   - Establish open lines of communication with families through various channels, such as email, phone calls, or newsletters.

   - Use clear and concise language to ensure that families understand the information being conveyed.

   - Be responsive and timely when addressing any concerns or questions raised by families.

   - Utilize technology platforms or apps that facilitate communication and provide updates on student progress.

3. Cultural Understanding and Sensitivity

  - Recognize and respect the diverse cultural backgrounds of the families you work with.

  - Seek to understand the values, beliefs, and traditions of different families.

  - Offer opportunities for families to share their cultural experiences with the class to promote understanding and empathy.

4. Involve Families in Decision-Making

  - Engage families in the decision-making process by seeking their input on classroom policies or activities.

  - Encourage families to join parent-teacher organizations, committees, or advisory groups.

  - Collaborate with families to develop shared goals and action plans for their child's education.

5. Personalized Support and Engagement

  - Get to know each student's family on an individual basis by conducting home visits or family conferences.

  - Identify and address individual family needs, such as language barriers or socioeconomic challenges.

  - Provide resources and referrals to support families in accessing community services and support networks.

6. Celebrate Family Contributions

  - Recognize and appreciate the unique strengths and talents that families bring to the classroom.

  - Showcase family talents and expertise by inviting them to participate in school events or share their skills with students.

  - Acknowledge and thank families for their involvement and contributions to the school community.

7. Ongoing Professional Development

  - Engage in continuous professional development to enhance your knowledge and skills in building partnerships with families.

  - Attend workshops or conferences focusing on family engagement and cultural competence.

  - Stay up-to-date with research and best practices in the field.

By following these strategies, teachers can establish strong partnerships with families, fostering a supportive and inclusive learning environment. Collaborative efforts between teachers and families contribute to improved student outcomes and long-lasting positive relationships.

In this section, please fill in the content of each section.

Training Course>Modules>Units

<table>
<tr><td colspan="2" align="center">Module 5_ DRAMA THEATER

Organization: INDEPCIE</td></tr>
<tr><td colspan="2">Short description of module:

This course is designed for those professionals who want to explore in the use of drama and theatre dynamics in the classroom as a pedagogical, playful, motivating, transversal and multidisciplinary strategy, based on the immersion of a whole classroom in a drama project.

This resource aims not only to promote specific traditional qualities, such as corporal expression, memory, spatial sense or artistic sensitivity, but also to bring together the group of pupils around a company that belongs to each and every one of them.

It is not only a transversal area, but the backbone that will configure all the activities of the time we want to dedicate to it (cycle, course, term...); the warp around which school life outside and inside the classroom will be woven; the conscious and voluntary transgression of the treatment of the work areas, in themselves hard, to turn them into accessible and endearing ones. In this type of activity, all participants have to be protagonists and authors because it is flexible and elastic and all opinions are valued.

In this module we will discover different adaptations of theatre to develop inner potential, self-esteem, self-confidence and other social skills, and relate these skills to decision-making in professional contexts.</td></tr>
<tr><td>Section 1:</td><td>Drama, theater and education of young adults</td></tr>
</table>

3. Objectives and Skills	

At the end of this session, participants will be able to:

- Discover the advantages of using theatre in educational contexts.
- Develop personal and social skills through drama
- To encourage behavioural habits that promote socialisation, tolerance and cooperation among classmates.
- To make schoolchildren feel the need to submit to the necessary discipline in any group.
- To sow intellectual concerns so that students enjoy study and research.
- To make families aware of the educational process of their sons and daughters.

4. Introduction	Theatre helps to improve interpersonal and artistic communication, so it can be an excellent antidote for all adolescents and young adults who find themselves in that "complicated" moment, when everything is indifferent to them, their self-esteem is at rock bottom and expressing their feelings is almost like a punishment for them.

At an age when everything is fears, insecurities and dispersion, theatre is a great alternative to reinforce the self-esteem and security of our adolescent students by working on both self-knowledge and knowledge of others. Theatre is a resource that, precisely, develops those skills that education has somewhat neglected, such as communication and interpersonal skills or the ability to concentrate. This last point will be especially beneficial in times of stress and exams, as it will improve the quality of study of our young secondary school students at a crucial stage for their future.

This is especially important for young people in such a non-dialogue, almost hostile period for young people facing a constantly changing world. Because in addition to the difficulty of expressing one's feelings and opinions, the big problem of the society in which we live is that we do not know how to listen. Perhaps we have generated this deafness as a refuge from the invasion of messages that continually harass us, sent by someone who does have, knows and possesses the means to broadcast.

The attitude of young people has undergone an accentuated shift towards horizons that were unsuspected until recently. The abuse of audiovisual media, while informing their minds, is deforming their expressiveness. The young screen addict does not play, does not laugh, does not compete with others: he does it with and against the machine, against the video game, against the computer. He has ceased to be an emitter of emotions to become a mere receiver... and, sadly, not of natural knowledge and ideas, proper to his evolution, but of other external ones, subliminally and programmed by people who do not pretend to educate in values.

Click here to see this video: https://www.youtube.com/watch?v=lp01WWN5eR0

This is why we have to look for an artistic activity that respects and promotes the expressiveness of our pupils, but that lets them know that, in addition to their own, there are other equally respectable opinions. The artistic activity that combines these two positions (listening and expressing), which are at the heart of coexistence and citizenship, is theatre.

Theatre activities promote personal skills; offer an opportunity to explore and express feelings; provide a supportive and safe context; enable friendships; increase communication skills; provide resources to be used in other areas and times of life; help to build identity and improve self-esteem; develop skills in understanding others; and provide an opportunity to escape negative situations. Limitations are discussed and the need for further research on this topic with other participants and other research designs is acknowledged.

Authors such as O'Neill (1995), Neelands, Baldwin and Fleming (2003), Laferrière and Motos (2003) and Navarro (2005) specify the potential of theatre and drama as an effective instrument for

developing aspects of competence in linguistic, cultural and artistic communication, social and civic competence, learning to learn and personal autonomy and initiative.

Click here to see this video: https://www.youtube.com/watch?v=Vh2tNfTTbUU

Theatre, which is, above all, dialogue, is a challenge, a stimulus, a transformation... and applause. Today's young people need all this and much more to overcome the handicap of family and social overprotection, the poverty of getting all their cravings, the loneliness produced by long hours in front of a screen, marital quarrels or the separation from their parents. Or to overcome their own problems, such as their shyness, clumsiness, laziness, absent-mindedness, lethargy, insecurity or fear.

Theatre as a resource in the classroom, especially with young adults, is a pedagogical, playful, motivating, transversal and multidisciplinary strategy, based on the immersion of a whole classroom in a drama project. Its use can not only enhance specific traditional qualities, such as corporal expression, memory, spatial sense or artistic sensitivity, but also bring together the group of pupils around a company that belongs to each and every one of them.

5. Content (Activities)	*This section is the main part of the unit. Here you can include the teaching and learning activities for educators.*

Exercise 1. THE STAIN

Aim of the activity: It is a chase game, in which the first player chases the others in order to achieve his goal, i.e. to change roles. If the latter is the case, we can apply an infinite number of variants, which will depend on the will depend on the setting of the course, the moment of the process, the characteristics of the group (age, number, degree of disinhibition, etc.), spatial conditions, and so we will have an infinite number of stains.

Duration: 30 minutes

Instructions for the trainers

As a chase game, the aim of one of the participants will be to "smear" another, and from there the facilitator can introduce different variants. This will allow everyone to participate, provoking hilarious situations that at the same time serve to warm up the class and, on the other hand, to develop disinhibition and role reversal among the participants.

1. "Chain stain": if we put the emphasis on collaboration, we can make it so that there is no change of roles, but rather a combination of roles. Where the stainer joins stainers, who must be joined together to form a network that goes out to stain. According to the space available, the new stainers can be joined together: by the right hands of one - left hands of the other; ditto above in subgroups; by inverted hands right to right, left to left; by the elbows, by the shoulders, by the heads, etc. (variant for reduced space).
2. "Beetle stain": if we look at the forms, we see that there are infinite variants and combinations to encourage breaks in everyday forms, developing immediate adaptation. In this example: the spotted person has to lie on his back on the floor, waving his limbs, with which he will spot. In this way, he will become an ally of the stainers, also by staining.
3. "Toilet stain": This is another variant for working with shapes. Here the stainer must and hold himself as if he were sitting on a toilet, with his right arm stretched upwards. right arm extended upwards. He is released when a partner lowers his arm, simulating the flushing of the water tank. of the water tank.
4. "Stain statues": also working on shapes, when stained, the pupil must freeze in a pose simulating a statue. The proposal can be free or oriented, for example: of animals; of heroes; of war heroes; of Greeks. With regard to the dynamics, it can be suggested that they compose them individually, in duos, trios, etc.

   Another possibility is to require compositional characteristics: at least one of them should be lying down and two of them should be still; in balance; curled up.

Another would be to keep them frozen, thus paving the way for improvisations (a subject we will develop later).

5. "Song stain": if we put the accent on disinhibition, which consists of putting an intimate zone of our own into play, we can play this stain. The stained person has to sing a song until he/she is rescued by a partner.

   Variants: different musical genres are asked, for example: opera, Gregorian chants, rap, tango, etc.; they can change the language (known or invented); the stainers can propose the genre; to avoid being stained, they must team up with another person and sing together, etc.

6. "Character stain": this stain is a little more complex than the previous ones. When being stained, they must build a character; this character must vary each time. In this variant, the This variant encourages imitation in the strict sense of the word, and can imitate characters from the artistic or political sphere, or characters linked to the place to which they belong. linked to the place they belong to.

Exercise 2. DRAMA AND REAL WORKING LIFE

Aim of the activity: The activity aims at enhancing group dynamics within an organisation.The processes leading from the writing of a text by a 'company' to its performance can easily be likened to the creation of a mission statement and realisation of a corporate vision.

The theatrical tool aims to create the involvement of participants both on a cognitive and emotional level. In this case, it is particularly suitable when it is necessary to intervene on attitudes for which behavioural prescription may prove ineffective. Corporate theatre makes it possible to improve group dynamics in an office and the spirit of cooperation.

By putting themselves on the line, the participants "manage to see themselves and their behaviour", overcoming resistance related to personal relationships.

The INIVIDUAL results that can be achieved concern different areas: managerial objectives, verbal and non-verbal communication, public speaking, managing conflicts, consolidating one's own role, motivating co-workers.

At the TEAM level one can: increase team spirit, develop skills for effective 'teamwork', develop professional leadership skills, strengthen the communication and negotiation process

Duration: 4 hours with final debriefing.

Instructions for the trainers

We want to start from the concept that front office activities are the result of careful collaboration between several roles and functions. Those who 'go on stage' represent a corporate 'concept' and are the bearers of a community (company) 'values'. Those who do not 'go on stage' however 'play' an important and fundamental role in the realisation. For this reason, it is intended to develop activities involving all 'actors' of a company from the initial 'writing' phase (planning) to the final 'staging' phase (realisation-management).

The use of the theatrical metaphor in educational contexts aims to unite art and training by applying the typical methodologies of theatrical art in training, organisation, communication and promotion. The experiential methodology of educational theatre manages to unite two apparently distant contexts: the world of training with concrete and rational profit objectives, and the art of theatre based on playful and creative fiction, expressiveness and aesthetics. The metaphorical approach helps to interpret the organisational context.

Theatre becomes a 'metaphor' for social life. It is a fun and ironic medium that breaks the monotony, plays down reality, creates virtual situations where anything is possible, where fiction can bring out 'submerged issues', where problems are also addressed from other points of view with the possibility to find alternative solutions.

1.   PHASE: WRITING

1.1 TOPICS TO BE COVERED: LEADERSHIP - EFFECTIVE COMMUNICATION - THE TEAM
1.2 Search for AUTHORS. Authors must NOT be ACTORS
1.3 Creation of the narrative text
1.4 Search for directors and creation of the theatrical COPION.
OUTPUT: text for staging

2.   PHASE: PREPARATION AND STAGING

Starting from the produced text.
2.1 Choice of ACTORS
2.2 Choice of ROLES
2.3 Reading and Study of the COPIONE
2.4 Rehearsal and Staging
OUTPUT: THE PERFORMANCE

6. Evaluation	

1. What skills does theatre help to develop in the educational process?
➢ Intrapersonal skills
➢ Interpersonal skills
➢ Both
➢ None of them in particular

2. What is one of the main advantages of using theatre in the current context?
➢ Broadening the focus of young people beyond the screen.
➢ Broadening the offer of extracurricular activities
➢ No major advantages
➢ Improving pupils' academic performance

3. Theatre improves...
➢ The expression of one's own feelings
➢ Active listening
➢ Teamwork
➢ All of them are valid

4. From an academic point of view, theatre...
➢ Improves linguistic comprehension
➢ Improves cultural and artistic competence
➢ Improves spatial expression
➢ It is a transversal and multidisciplinary activity

5. The use of theatre in the workplace...
➢ Develops individual competences in decision making
➢ Encourages collective work
➢ Both are valid

7. References	

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- Prendergast, M., & Saxton, J. (2020). Applied Theatre and Education: We Are Not-Yet..... Canadian Theatre Review, 181, 8-12.
- Bragby, K. (2019). Presence that makes a difference: cultivating a transformative agency in education through research-based applied theatre and drama.
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Curriculum Template

In this section, please fill in the content of each section.

Training Course>Modules>Units

Module ID (Module number: 1, Module name: The importance of Drama theatre in Education **Organisation: Nefinia**
Short description of module: In the past, theatre was considered both an art form and the model for human communication. It should go without saying that theatre is a vehicle for both self-expression and entertainment.   In fact, large-scale quantitative research demonstrates that people who had participated in drama theater programmes are assessed more highly by their teachers in all aspects. They usually feel more confident in reading and understanding tasks; communicate better; are more likely to feel that they are creative; like going to school more; enjoy school activities more; are better at problem solving; are better at coping with stress; are significantly more tolerant towards both minorities and foreigners; spend more time in school and with family members; are more likely to be a central character in the class; have a better sense of humour and feel better at home.   Considering that, this module will present good practices that can be implemented with students using drama theatre activities in order to increase their personal and future professional skills (including communication, creativity, problem/solving skills, role-play ant team-work). Therefore, the content presented aims to enrich students' lives by avoiding school leaving at an early age and by investing in minimizing skills mismatch (SM) in VET students future careers.

Section 1:	Introduction

SUPPORT TO CHOOSE FUTURE
GELECEK SEÇİMLERİNE DESTEK

TÜRKIYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

Co-funded by the
Erasmus+ Programme
of the European Union

1. Objectives and Skills	
At the end of this session, participants will be able to: • Understand the meaning of Drama • Deeply comprehend the Impact of Drama Theatre and Arts in education • Be aware of the Skills related to Drama Theatre initiatives • How to use Drama in Education • Practical activities to be implemented and transfer social skills to VET students.	
1.1 Content.	*This section serves as an opening to the session and at the same time, aims to enable educators to unfold their existing knowledge. You can start with a question, a picture, a video, a quiz, or anything else that might serve the above aims. This section will provide some theoretical background and context to the specific unit.*

Before we start, take 2 minutes to watch a video about the importance of Drama in Education (click in the image bellow):
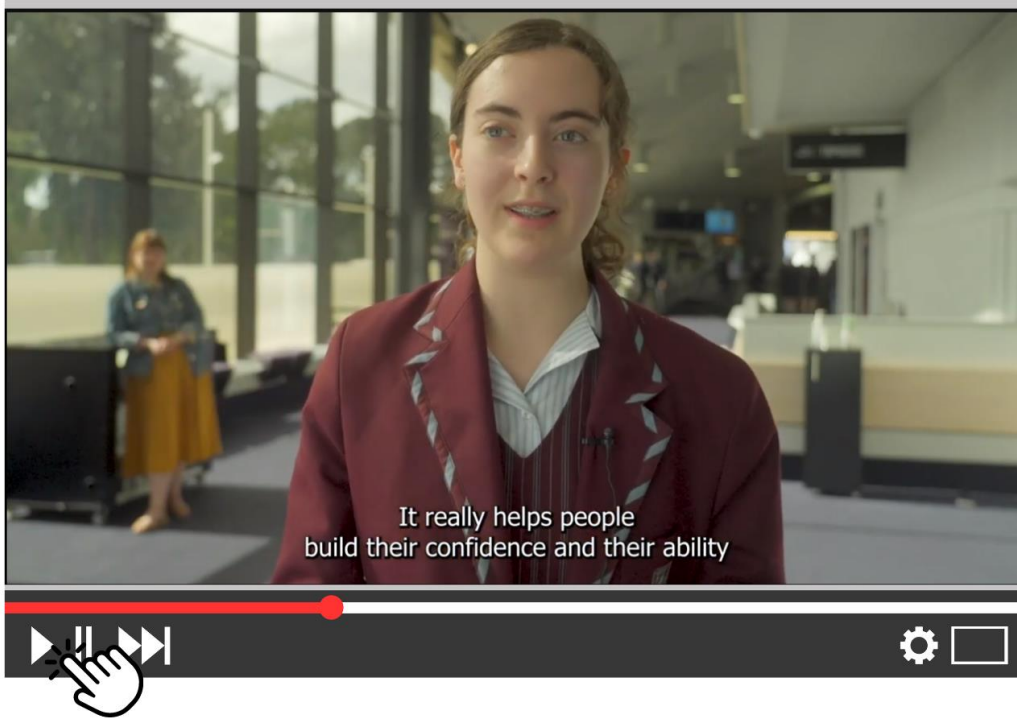
"We can google facts, but we cant Google how to relate to the person sitting at the desk next to you".

"(...) It is so special to me and I didn't think I could have done school without it".

"Learning confidence, and love and being able to see the world through different perspectives is a very valuable lesson in life".

INTRODUCTION TO DRAMA THEATRE:

WHAT IS DRAMA?

According to Mentoria (2022), Drama is any fiction that is performed in a theatre, on TV, on the radio, or in any other type of performing arts, including plays, theatre, mime, ballet, musicals, etc. The Greek word "drama" or "drao," which also means "I do" or activity, is where the word "drama" first appeared. Therefore, live presentations of a fictional story on stage, television, radio, or other media involve acting or performing action.

It is important to highlight that both drama and art in education have deep historical roots that trace back to ancient civilizations:

Drama in Education:

- **Ancient Greece:** In this civilization, drama helped in moral and civic education. The Famous Greek philosopher, Aristotle wrote about the educational value of tragedy and drama in his masterpiece "Poetics."

- **Medieval European Mystery Plays**: During the European Middle Ages religious dramas known as Mystery Plays were quite famous. They educated the largely illiterate population about biblical stories and moral lessons. These plays were mostly performed in churches and town squares.

- **Renaissance Period:** Drama has continuously been in practice even during the Renaissance period. Moreover, with a renewed interest in Greek and Roman theatre. Most Schools and universities incorporated theatrical performances into their curriculum to teach rhetoric. Simultaneously, developing students' speaking and acting skills.

Now, imagine that instead of only reading books and texts, students can step into an imaginary stage? And, therefore, they have the chance to express themselves, get out of their comfort zones, dialogue and have access to multiple feelings at the same time while "role-playing". **Drama and art are not considered extracurricular activities in the context of education. Rather, they are effective instruments that foster intellectual growth, empathy, and creativity**. While exploring the boundaries of their imagination, students pick up priceless life lessons.

In the same perspective, we believe that, theatre games encourage the development of individual potential and creativity through dramatization. In this way, we think of the possibility of transferring, elaborating and exchanging knowledge in a group and theatrical environment, since this is considered a scenario of multiple crossings. Thus, the groups are considered as formers of subjectivities which, on a daily basis, organise their own particular forms.

THE IMPACT OF DRAMA AND ARTS IN EDUCATION:

(mentoria) Storytelling is a reliable tool to promote learning in a meaningful manner. Since the theatre is a powerful driver of bringing a huge change in society, it can play a vital role in utilising drama and art in education. Using theatrical musicals and dramas, learning can be carried out interestingly. It caters to various other forms of learning methods as it adheres to VARK, which is a renowned teaching model by Neil Fleming and emphasizes the use of

- Visual
- Aural
- Read/Write
- Kinesthetic Sensory in education.

Through innovative stories and creative dramas, a multi-sensory experience can be curated, thus making learning fun and exciting.

SKILLS PROMOTED BY ARTS AND DRAMA THEATER:

1) Enhanced Academic Performance

Different learning modes, such as visual, auditory, and kinaesthetic, are used in drama and the arts, and **they are more effective at helping students retain information than standard teaching techniques**. Students learn more effectively and find learning to have greater meaning and purpose when it is experiential.

2) Enhanced Creativity

One of the most significant advantages of drama theater is creativity. When students engage with Drama and arts at school, it is an opportunity for them to think creatively, explore new ideas, and get out of their comfort zones. They learn to use various elements like visuals, movements, sound, and role plays making learning fun and engaging for themselves.

3) Confidence and Communication Skills

Drama and arts education can build confidence and communication skills. Many students lack the confidence to express their ideas in public. However, by working in groups they can learn how to collaborate and communicate with their peers, build trust, and get along with others. Furthermore, drama and arts helps them to get better at speaking in front of a crowd and presenting themselves confidently in any situation.

4) Critical thinking and Problem-Solving

Students' learning is stimulated by drama and the arts. Students get vital skills from it, including teamwork, leadership, critical thinking, and problem-solving. Improving these abilities makes students more adept at learning. Students that participate in creative processes learn to assess issues, make decisions, and come up with original solutions.

5) Increased Self-awareness

Drama Theatre instigates students to express their thoughts, emotions, and ideas in a meaningful way. It helps students to explore their strengths and weaknesses. Through making choices and taking responsibility, they develop confidence and a sense of ownership in their decisions.

6) Collaboration and Teamwork

Students work together for various art projects, theater productions and musical jams which requires them to cooperate and collaborate. Through drama and arts education, they learn to accept diverse perspectives, negotiate outcomes, resolve conflicts and take responsibility which is crucial for learning teamwork skills.

7) Motor Skills:

Art helps in imbibing various practical motor skills, especially in younger children as they learn to hold a coloring brush or draw multiple shapes, etc.

8) Confidence:

Art is not limited to one form! Different types of arts help you discover your hidden talents and foster your creativity, thus making you even more confident about your unique abilities.

9) Lead with Constructive Criticism:

Accepting Constructive Criticism: You will also learn how to take constructive criticism and feedback in a way that helps you become a better individual.

10) Focus:

Once you start getting all creative with your new artwork, your concentration and focus level are bound to increase. Not only when you're making art but also in the classroom!

HOW TO IMPLEMENT DRAMA THEATER IN EDUCATION:

Using Art and theater as a methodology to educate young students can be very challenging but, at the same time, can bring joy and dynamism to any educational environment. You don't need to be a drama teacher, an artist or a specialist, you just need to be creative and open-minded to see how learning can flow in a room full of inspired people.

IN PRACTICAL TERMS, HOW CAN DRAMA THEATRE BE IMPLEMENTED IN THE CLASSROOM?

- Mime Exercises [Using drama to act out various concepts]
- Make literary sketches
- Charades
- Improv
- Using puppets to explain a concept
- Altering complicated concepts into rhymes and songs
- One-word story
- Using visuals to learn something
- Storytelling exercises

IN CONCLUSION:

As discussed, it is possible to conclude that Drama Theatre can be an excellent tool to ensure people's creativity, empathy, collaborate with others, gain confidence and learn about themselves and others. In fact, what we can't forget is that not everyone is an artist or are comfortable in embracing those kinds of initiatives. However, implementing and developing activities and ideas that lead students to get out of their comfort zones and motivate them are always welcoming. We believe that implementing Drama Theatre is schools will make students feel happier at school environment and it will be useful to equip them with important skills to step in the professional world someday.

1.3	*This section is the main part of the unit. Here you can include the teaching and learning activities for educators.*

Ideas of activities to work collaboratively:
- Trinity Drama PDF's (trinitycollege.co.uk

Ideas to work creativity:
- Trinity Drama PDF's (trinitycollege.co.uk)

1.4. Evaluation	*This section serves as the self-evaluation for the unit. The evaluation must have the form of multiple choice questions (4 answers to be available, DO NOT USE No or Yes option)*

1.5 References	

The Role of Drama And Art in Education. (n.d.). Retrieved 15 December 2023, from https://www.krmangalamgurgaon.com/blogs/the-role-of-drama-and-art-in-education/

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Curriculum Template

Social Collaborative Learning

In this section, please fill in the content of each section.

Training Course>Modules>Units

Module ID (Module number: 1, Module name: The importance of Socio Collaborative Learning
Organisation: INDEPCIE

Short description of module:

Social collaborative learning is an educational approach that emphasises group activities and interaction among learners to achieve shared learning goals. This approach recognises the importance of social interaction in the learning process and draws on the collective intelligence and experiences of a group of learners. Here are the key aspects of social collaborative learning:Collaborative learning is the educational approach that, through groups, seeks to enhance learning by working together. Groups of two or more learners work together to solve problems, complete tasks or learn new concepts.

This approach actively involves learners in processing and synthesising information and concepts, rather than simply memorising facts and figures. Students work with each other on projects, where they must collaborate as a group to understand the concepts presented to them.

Considering that, this module will show how by defending their positions, rephrasing ideas, listening to different points of view and articulating their own, students will gain a fuller understanding as a group rather than as individuals.

Section 1:	Introduction

1. Objectives and Skills	

At the end of this session, participants will be able to:
- Understand the origin and importance of social collaborative learning (SCL).
- Understand the skills and competencies that SCL develops
- Understand the impact of SCL on education.
- Develop practical tools for SCL in the classroom.
- To prepare VET students for real-life social and work situations.

1.1 Content.	*This section serves as an opening to the session and at the same time, aims to enable educators to unfold their existing knowledge. You can start with a question, a picture, a video, a quiz, or anything else that might serve the above aims. This section will provide some theoretical background and context to the specific unit.*

TYPES OF COLLABORATIVE LEARNING

The types of collaborative learning are very varied and depend to a large extent on the educational environment and the branch of knowledge in which it is applied. However, we can broadly define the following categories:

➢ Informal collaborative learning

This type of collaborative learning occurs naturally when students work together on a project or task without any formal structure or guidance. It can occur during lessons, outside the classroom or even in social settings outside the school or educational organisation.

Often, informal collaborative learning is self-directed by the students themselves, as it involves them taking control of their own progress and learning from each other in a more relaxed environment. This can be particularly effective for learners who are not comfortable participating in more formal and structured collaborative learning activities.

➢ Formal collaborative learning

In contrast, formal collaborative learning involves structured activities designed by teachers themselves to promote collaboration among students. These activities may include group projects, discussions, debates, case studies and other types of group work that require the active participation and engagement of students.

The purpose of this type of collaborative learning is to encourage students to work together towards a common goal, supported by a proven didactic and pedagogical structure. For this to be effective, teachers should provide clear guidance and support to students to ensure that each member of the group has a role and is accountable for their contribution.

● Online collaborative learning

This type of collaborative learning takes place in a virtual environment, allowing students to work together regardless of their physical location. This model has become very popular in recent years, as more and more educational institutions and companies have adopted online learning platforms and tools.

A wide variety of technologies come into play here, such as discussion forums, video conferencing, collaborative document editing services and online dashboards. These tools allow students to interact with each other in real time, share ideas and resources, and collaborate on project tasks.

HOW TO APPLY COLLABORATIVE LEARNING?

After this overview of collaborative learning, let's look at a practical example of how it can be applied in a real-life scenario.

Suppose the teacher wants the students to learn about a certain aspect. Instead of giving a lecture on the topic, the teacher decides to design an activity with collaborative learning techniques that involves the following steps:

1. Form groups of 3 to 4 students, and assign each group a specific aspect related to the topic in question.

2. Provide each group with relevant resources such as articles, videos, bibliography, etc.

3. Ask each group to discuss and summarise their findings and create a presentation explaining the impact of their assigned topic.

4. Finally, close the exercise with a round of questions and feedback in which each group can comment on each other's work to further enrich their learning on the topic.

IN CONCLUSION:

It is clear that the importance of collaborative work in learning goes beyond the obvious benefits such as social skills and teamwork. It is a way that also enriches the retention and formation of knowledge. Moreover, its versatility and application in different fields make it a very valuable tool for both students and teachers.

1.3	*This section is the main part of the unit. Here you can include the teaching and learning activities for educators.*

Digital Escape Rooms:
- https://citls.lafayette.edu/digital-escape-rooms

Physical and Virtual Gallery Walks
- https://citls.lafayette.edu/physical-and-virtual-gallery-walks

1.4. Evaluation	*This section serves as the self-evaluation for the unit. The evaluation must have the form of multiple choice questions (4 answers to be available, DO NOT USE No or Yes option)*

What is the origin of socio-collaborative learning?

a. Vigotsky's theory of behaviorism
b. Dr. Ken Robinson's studies
c. Gardner's theory of interpersonal intelligence
d. None of the above is valid

What are the differences between collaborative and cooperative learning?

a. They are synonymous
b. The role of the learner
c. The approach and the role of the teacher

d.   Only in the role of the teacher

Which of these skills develops socio-collaborative learning?

a.   Social and Communication Skills.
b.   Preparation for Real-world Collaboration.
c.   Motivation and Engagement.
d.   All are valid

Which of these steps does not belong to the implementation of socio-collaborative learning?

a.   Divide students in groups
b.   Provide with relevant resources
c.   Discuss and summarize their findings
d.   Provide solutions at the end of the exercise

Which of these is a key aspect of socio-collaborative learning?

a.   Emotional management
b.   Teacher direction of learning
c.   Peer Interaction
d.   Individual work

1.5 References	

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● Chatterjee, R., & Correia, A. P. (2020). Online students' attitudes toward collaborative learning and sense of community. *American Journal of Distance Education*, *34*(1), 53-68.

● Järvenoja, H., Järvelä, S., & Malmberg, J. (2020). Supporting groups' emotion and motivation regulation during collaborative learning. *Learning and Instruction*, *70*, 101090.

QUESTIONS	TÜRKİYE	ITALY	NETHERLANDS	SPAIN	SLOVENIA
Participant Age	24-65	25-49	20-46	18-60	22-45
Participant Gender	Male: % 72 Female: % 28	Male: %57 Female: %43	Male%52 Female:48	Male: %42 Female: %58	Male: %40 Female: %60
Participant Occupation	Teacher: % 74 English teacher: % 24 Project Coordinator: % 2	Teacher: % 85 English teacher: % 10 Others: % 5	Teacher: % 70 English teacher: % 20 Others: % 10	Taecher: %60 Student: % 40	Teacher: %20 English Teacher: % 6 Student: % 12 Others: %62
Participant Country	Türkiye %100	Italy: %100	Netherlands: % 100	Spain: % 100	Slovenia: % 100
1. The online module site membership/registration process is easy and the requested information is sufficient	Very high: % 32 High: % 48 Medium: % 20 Low: %0 Very Low: %0	Very high: % 38 High: % 60 Medium: % 2 Low: % 0 Very Low: % 0	Very high: %36 High: %42 Medium: %18 Low: %2 Very Low: %2	Very high: %14 High: % 44 Medium: %34 Low: %4 Very Low: %4	Very high: %30 High: %50 Medium: %20 Low: %0 Very Low: %0
2. The Online Module site interface is user-oriented	Very high: % 46 High: % 30 Medium: % 24 Low: %0 Very Low: %0	Very high: %30 High: % 56 Medium: %14 Low: %0 Very Low: %0	Very high: %34 High: %52 Medium: %10 Low: %0 Very Low: %0	Very high: %18 High: %32 Medium: %46 Low: %6 Very Low: %0	Very high: %38 High: %46 Medium: %14 Low: %2 Very Low: %0
3. The educational content on the site is sufficient	Very high: %30 High: % 42 Medium: % 24 Low: %4 Very Low: % 0	Very high: %46 High: %44 Medium: %10 Low: %0 Very Low: %0	Very high: %44 High: %42 Medium: %12 Low: %2 Very Low: %	Very high: %14 High: %34 Medium: %46 Low: %6 Very Low: %0	Very high: %36 High: %50 Medium: %12 Low: %2 Very Low: %0
4. The videos used in the trainings are compatible with the training content	Very high: %44 High: % 30 Medium: % 24 Low: %2 Very Low: % 0	Very high: %42 High: %44 Medium: %14 Low: %0 Very Low: %0	Very high: %40 High: %48 Medium: %12 Low: %0 Very Low: %0	Very high: %24 High: %44 Medium: %16 Low: %16 Very Low: %0	Very high: %50 High: %28 Medium: %22 Low: %0 Very Low: %0
5. Recommended application suggestions can be used in the trainings	Very high: %54 High: % 32 Medium: % 14 Low: %0 Very Low: % 0	Very high: %40 High: %42 Medium: %18 Low: %0 Very Low: %0	Very high: %42 High: %46 Medium: %12 Low: %0 Very Low: %0	Very high: %16 High: %20 Medium: %52 Low: %12 Very Low: %0	Very high: %52 High: %42 Medium: %4 Low: %2 Very Low: %0
6. Application recommendations are explained in a clear and concise language	Very high: %52 High: % 38 Medium: % 10 Low: %0 Very Low: % 0	Very high: % 46 High: %44 Medium: %10 Low: %0 Very Low: %0	Very high: %48 High: %42 Medium: %10 Low: %0 Very Low: %0	Very high: %16 High: %44 Medium: %36 Low: %4 Very Low: %0	Very high: %50 High: %40 Medium: %6 Low: %4 Very Low: %0

7. The exam applied after the training is compatible with the training content	Very high: %36 High: % 50 Medium: % 14 Low: %0 Very Low: % 0	Very high: %54 High: %42 Medium: %4 Low: %0 Very Low: %0	Very high: %52 High: %40 Medium: %8 Low: %0 Very Low: %0	Very high: %16 High: %34 Medium: %46 Low: %4 Very Low: %0	Very high: %58 High: %28 Medium: %8 Low: %6 Very Low: %0
8. This training has contributed to my personal development	Very high: %42 High: % 44 Medium: % 14 Low: %0 Very Low: % 0	Very high: %42 High: %42 Medium: %14 Low: %2 Very Low: %0	Very high: %44 High: %40 Medium: %12 Low: %4 Very Low: %0	Very high: %18 High: %34 Medium: %44 Low: %4 Very Low: %0	Very high: %48 High: %38 Medium: %14 Low: %0 Very Low: %0
9. The knowledge I have gained in education will contribute to my students	Very high: %56 High: % 30 Medium: % 12 Low: %2 Very Low: % 0	Very high: %42 High: %50 Medium: %8 Low: %0 Very Low: %0	Very high: %40 High: %52 Medium: %6 Low: %2 Very Low: %0	Very high: %16 High: %32 Medium: %46 Low: %6 Very Low: %0	Very high: %40 High: %50 Medium: %6 Low: %4 Very Low: %0
10. I was generally satisfied with the training	Very high: %40 High: % 48 Medium: % 10 Low: %2 Very Low: % 0	Very high: %52 High: %48 Medium: %0 Low: %0 Very Low: %0	Very high: %54 High: %40 Medium: %6 Low: % Very Low: %	Very high: %14 High: %32 Medium: %50 Low: %4 Very Low: %0	Very high: %52 High: %36 Medium: %12 Low: %0 Very Low: %0
11. Please write the comments you want to add and forward	%88 of participants didn't answer, %12 of participants said thank you and offered different applications about the module	%94 of participants didn't answer, %4 of participants said thank you and stated that this platform was amazing, % 2 of participants said Although I was satisfied with the education, the physical differences between the classes I saw in the videos and the classes I attended are a situation that makes it very difficult to implement the training in the	%80 of participants didn't answer, %20 of participants said thank you	None of participants didn't answer,this questions.	%92 of participants didn't answer, %2 of participants said thank you

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		classrooms. In addition, the number of students per teacher is a situation that negatively affects the coaching system. Apart from this, considering the high school dropout rate in Turkey, these practices are important for students to discover themselves and feel useful.			

When all survey results are evaluated, the age range of the respondents is between 18-65. While the majority of respondents in Turkey, Italy and the Netherlands were men, in Spain and Slovenia, mostly women responded to the survey. As can be seen from the survey, those who reviewed the online module were mostly teachers. Looking at the survey questions, the online training module was liked in all countries and could be easily applied. On the other hand, the country where the survey was criticized the most was Spain.