Guidelines for facilitating the learning of STEAME
Reference Number: 101102619

Module and Workshop Learning Plan

Module Number and Area/Topic: Facilitation of feedback about the process in schools
Module leaders: IPP

1. Introduction and broad description of the context and goal of the area/topic addressed with reference to the STEAME Teacher Facilitators Competence Framework for student and serving teachers
- Context: The module focuses on equipping educators with the skills to gather feedback, facilitate self-reflection, and create effective year plans in educational settings.
- Goal: To enable educators to effectively facilitate self- and group reflection, incorporating elements of Project-Based Learning (PBL) and the STEAME model in both hybrid and physical environments.
- Reference to STEAME Teacher Facilitators Competence Framework: The module aligns with the framework's objectives of promoting reflective teaching practices and integrating STEAME principles into teaching methodologies.

2. Learning objectives and learning outcomes with reference to the defined list of learning outcomes in the Competence framework
- Learning Objectives:
    - Understand the importance of gathering feedback and facilitating reflection in educational settings.
    - Learn techniques for conducting effective self-reflection and group reflection sessions.
    - Develop skills in creating comprehensive year plans that align with educational objectives and STEAME principles.
- Learning Outcomes:
    - Participants will be able to demonstrate the ability to gather and analyse feedback from students and colleagues.
    - Participants will develop strategies for fostering a reflective learning environment conducive to student growth:
        - Participants can develop strategies to foster a reflective learning environment conducive to student growth by encouraging metacognition through journals or prompts, providing opportunities for self-assessment using rubrics or checklists, promoting open dialogue and constructive feedback in the classroom, and incorporating peer feedback in learning activities. Integrating reflection into the curriculum and modelling reflective practices help students connect learning with real-world applications, while a supportive environment and the use of technology enhance the reflection process and student self-awareness.

- Participants will produce detailed year plans that integrate PBL and STEAME elements, reflecting on their effectiveness in achieving learning objectives.

3. Competences that are developed
- Facilitation skills for gathering feedback and conducting reflection sessions, such as:
    a. Guidance and Support: The capacity to lead reflection sessions with a supportive approach, offering constructive feedback and creating an open, respectful environment for sharing perspectives.
    b. Group Management: Skills to manage group dynamics during reflection sessions, ensuring equitable participation and maintaining focus on key discussion points.
    c. Summarization and Synthesis: Ability to summarize and synthesize feedback and reflections into actionable insights that can inform teaching practices and educational strategies.
- Critical thinking and analysis abilities for evaluating teaching practices and student progress, such as:
    a. Data Analysis: Competence in examining student performance data, assessments, and other relevant information to identify trends, areas for improvement, and successful teaching strategies.
    b. Reflective Practice: Skill in self-evaluating teaching methods, lessons, and classroom interactions to identify strengths and areas for growth.
    c. Constructive Critique: The ability to critically evaluate teaching practices, both one's own and those of peers, in a constructive manner that fosters professional growth.
    d. Problem-Solving: Proficiency in developing creative solutions to challenges in teaching and student progress, based on thoughtful analysis of available data and evidence.
    e. Reflective Inquiry: Utilizing reflective inquiry techniques to question and analyse pedagogical approaches and their impact on student learning outcomes.
- Curriculum planning skills to create comprehensive year plans aligned with educational goals and STEAME principles, such as:
    a. Long-Term Planning: The ability to design year-long plans that encompass a broad range of topics and learning experiences, ensuring alignment with curriculum standards and goals.
    b. Interdisciplinary Integration: Proficiency in incorporating elements of STEAME (Science, Technology, Engineering, Arts, and Mathematics) into the curriculum, creating a cohesive and interconnected learning experience.
    c. Project-Based Learning Design: Skills in developing engaging and meaningful project-based learning opportunities that allow students to explore real-world issues and apply knowledge across multiple disciplines.
    d. Assessment Planning: Designing various forms of assessments throughout the year to gauge student progress, providing opportunities for self-assessment and reflection.
    e. Flexibility and Adaptability: The capacity to adapt year plans as needed, based on feedback, student needs, and evolving educational contexts, while maintaining alignment with STEAME principles.

4. Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration), including presenter's notes for guidelines of the workshops' organisation

5. Methodology and approaches for the module training presentation and guidelines for workshops organisation
- Methodology:
    - Blended learning approach incorporating lectures, discussions, case studies, and hands-on activities.
    - Use of multimedia resources, such as educational videos, virtual reality experiences, gamified learning apps, and online discussion forums, and interactive platforms, such as collaborative whiteboards and live polls, for engagement.
- Approaches:
    - Collaborative learning through group work and peer feedback.
    - Experiential learning through practical exercises and application of concepts.
- Workshop Organization Guidelines:
    - Establish clear learning objectives and agenda for each session.
    - Provide opportunities for active participation and reflection.
    - Encourage peer-to-peer learning and knowledge sharing.
    - Offer ongoing support and resources for continued development beyond the workshop sessions.

6. Instruments/Tools/Supporting Materials/Resources to be used

PART 1	Introductory Activities (creation of interest, reference to real-world issues, relation to background and experiences, etc.)
Learning Objectives	- Introduce the importance of feedback and reflection in educational settings. - Create interest and engagement in the topic.
Learning Outcomes	Participants understand the relevance of feedback and reflection in improving teaching practices.
Competences	Awareness of the significance of self-reflection and feedback in professional development.
Content, Resources and Tools	- Presentation slides introducing the topic and its relevance. - Case studies highlighting the impact of feedback and reflection on teaching effectiveness.
Activities	**Icebreaker activity to encourage participant interaction and engagement:** - Participants introduce themselves and share their expectations for the training. - Facilitator prompts participants to reflect on a recent teaching experience where feedback played a role. **Group discussion on personal experiences with feedback and reflection:** - Facilitator leads a discussion on the importance of feedback and reflection in professional growth.

	● Participants share their perspectives and experiences with giving and receiving feedback.
Estimated Time	

PART 2	Development Activities
Learning Objectives	● Explore techniques for gathering feedback and facilitating reflection. ● Develop skills in creating effective year plans aligned with educational objectives and STEAME principles.
Learning Outcomes	● Participants learn practical strategies for implementing feedback and reflection processes.
Competences	● Proficiency in facilitating feedback and reflection sessions. ● Curriculum planning skills integrating PBL and STEAME principles.
Content, Resources and Tools	● Guided exercises on feedback collection methods and reflection techniques. ● Template for creating comprehensive year plans.
Activities	● Role-playing scenarios of feedback and reflection sessions. ● Group brainstorming on incorporating STEAME principles into year plans.
Estimated Time	

PART 3	Practical Activities (hands-on activity) in the case of a workshop mode
Learning Objectives	● Apply feedback and reflection techniques in a practical setting.
Learning Outcomes	● Participants gain hands-on experience in facilitating feedback and reflection sessions.
Competences	● Practical application of feedback and reflection skills in educational contexts.
Content, Resources and Tools	● Sample feedback forms and reflection prompts. ● Mock teaching scenarios for practice sessions.
Activities	**Small group workshops conducting feedback and reflection exercises:** ● Introduce the importance of feedback and reflection in educational settings. ● Create interest and engagement in the topic. **Peer feedback sessions on participants' facilitation skills:** ● Introduce the importance of feedback and reflection in educational settings. ● Create interest and engagement in the topic.
Estimated Time	

PART 4	Evaluation of Learning Outcomes
Learning Objectives	● Assess participant understanding and application of feedback and reflection concepts.
Learning Outcomes	● Determine the effectiveness of the training in enhancing facilitation skills.
Competences	● Ability to reflect on personal growth and learning outcomes.
Content, Resources and Tools	● Evaluation rubric for assessing participant performance. ● Feedback forms for gathering participant insights.
Activities	**Group discussion on key takeaways and areas for improvement:** ● Facilitator leads a discussion on key takeaways from the training. ● Participants reflect on their learning experience and discuss how they plan to apply feedback and reflection techniques in their teaching practice. **Individual reflection exercises on the learning experience:** ● Participants complete a reflection exercise, writing down their thoughts on what they've learned and how they can improve their facilitation skills. ● Facilitator encourages participants to set goals for future professional development based on their reflections.
Estimated Time	

7. Reflection and Closure activity

- Reflective Journaling:
    - Participants are provided with a few minutes to individually reflect on their learning journey throughout the training.
    - They are encouraged to write down their thoughts, insights, and key takeaways in a reflective journal or notebook.
- Round-table discussion:
    - Facilitator poses a series of guided reflection questions to prompt deeper thought and discussion:
        - What was the most valuable lesson or concept you learned during the training?
        - How do you plan to apply feedback and reflection techniques in your teaching practice?
        - What challenges do you anticipate in implementing these techniques, and how do you plan to overcome them?
        - What additional support or resources do you need to further develop your facilitation skills?
    - Facilitator offers final remarks.