

Egyéni beszámoló: Laczi Krisztina – Erasmus+

2021-1-HU01-KA122-SCH 000035539, Új lehetőségek – új kihívások a BNAG-ban

Location: Europass Teacher Academy, Barcelona 11-16 JULY 2022



Training: Classroom Management and Solutions course

Report:

On July 11, 2022, the Classroom Management and Solutions course organized by the Europass Teacher Academy started in Barcelona. I arrived in the city before the start of the training, on Saturday, so I had the opportunity to get a glimpse of the Catalan cityscape, get to know the surroundings of my accommodation, the everyday life of a Spanish person and visit the course location in advance. I walked all the way down the famous pedestrian street La Rambla and also made a short visit to the Gothic Quarter.

On the first day of further training, the instructor of the course, Marina Moreno, introduced herself, introduced the training institution, made some suggestions on what to see in Barcelona and how to get around the city. After that, we played a warm-up game. Then we got to know each other's schools, each colleague made a short presentation which country and city she came from, which school she teaches at, and what characteristics the given school has. After each presentation, there was an opportunity to ask questions. During the presentations, typical classroom situations and their management options in different school types also arose. After the day spent getting to know each other, I went to Parc Güell, where I could also meet colleagues participating in the course. The park, which commemorates Gaudi's architecture, offers a wonderful view of the entire city.

On the second day, I learned about the differences between teacher-centered and student-centered teaching methods, their advantages and disadvantages, as well as the possibilities of effective organization of paired and group work in the framework of a presentation and videos by the course leader. I got to know the 4C (communication, collaboration, creativity, critical thinking) criteria system, which includes the most important aspects of student-centered education. Then we had to work in pairs and groups during the day with the colleagues participating in the training, so when we were put in the position of students, we could experience for ourselves that giving clear instructions and assigning roles are an essential part of the successful use of pair and group work in

the classroom. At the end of the day, I saw Barcelona's biggest attraction, the Sagrada Familia church, after eating churros at the foot of the church. I listened to the guided tour with a great application that can be downloaded to my phone, and I was able to visit the parts of the building, which mixes monumental architectural styles.

At the beginning of the third day, with the help of videos and presentations, we got to know the characteristics of the Project-based education method, during which the students work on a longer problem on an issue independently, in pairs or in groups, thereby acquiring new knowledge. I learned how to initiate, conduct and learn from a project-based educational process, while developing student skills. Then I got to know the Flipped Classroom method as a new method, the essence of which is that the students learn the theoretical curriculum at home with the help of videos and other tools, so the emphasis can be placed mostly on practice and deepening within the classroom framework. This method also makes it possible to effectively differentiate between students according to ability. In order to create real cooperation between the teacher and students, in which the flipped classroom method can also be implemented, it is also necessary to create a student contract, and I was also able to gain knowledge about this on this day. Together with the colleagues participating in the training, we brainstormed the elements of a contract between a student and a teacher, which lays the foundation for real cooperation. For me, the student contract method was the most decisive professional experience, which I will definitely incorporate into my own teaching methods.

The fourth day did not begin until the afternoon, which was a start time closer to the Spanish person's rhythm of life. Since I wake up earlier than a Spanish person, I had the opportunity to visit the Catalan Cathedral during the morning, whose Gothic style fascinated me. During the course we reviewed the aspects and methods learned in the previous days with the help of videos and the instructor's questions. As the final task of the course, everyone had to choose one of the methods mentioned and think about how they can implement this in their own work, in their own classes, in their own school. We then prepared for this task during the rest of the day, since for the final project we had to prepare not only a presentation, but also develop our creativity and realize our thoughts in a creative work. Then together with the colleagues participating in the course, we went to the National Museum of Art (MNAC), where we gathered inspiration for the final assignment. As a history teacher, the exhibition on the Romanian and Gothic styles gave me a lot. I have been using the pictures from the exhibition ever since in my classes when teaching the topic of the Middle Ages.

On the fifth day, the closing presentations were made by the participants. Then, on the last day, the certificates were handed out, which proves that we completed the course,

and then there was an optional opportunity to participate in a guided tour in the Gràcia quarter.

