

# Teacher Training

## KEYCOLAB



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**KEY COMPETENCES LABORATORY**

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## 1.- Introduction<sup>1</sup>

Our European societies are rapidly changing, and we have to cope with exponential increase in information, with growing need for innovation, skills and knowledge (Tynjälä et al. 2012). Old jobs are disappearing and new jobs are emerging. Furthermore, our students will work more and more with ill-defined problems, in non-routine and abstract work processes, handling decisions, responsibilities and working in teams (Van den Bergh et al. 2006; Tynjälä 2012). How do we as teachers prepare the children to meet and cope with challenges of changing societies? How do our schools and traditions of learning and teaching support the students to become future experts and life-long learners in our rapidly changing societies?

The European Union stresses the need of promoting key competences for lifelong learning in Europe 2020 Strategy and in the Recommendations of the European Parliament and the European Council of 2006 (2006/962/EC). Key competences are defined as knowledge, skills and attitudes available for the learner in the learning context (2006/962/EC). However, as the “Developing Key Competences at School in Europe”

(Euridyce’s 2012) reveals, there is a lack of more strategic and also practical approach in supporting the key competences and their integration into everyday school practice. Particularly the acquisition of the cross-curricula and transversal key competencies seems to require specific methods of instruction and support for teachers. Main challenge seems to be that many national or regional curricula are still mainly subject-driven. Key competences are not explicitly dealt with in everyday classroom. Furthermore, key competences are often organized and supported as outside school activity. However, the problems are more or less the same in all European countries regardless of the differences in teacher education and school systems. Hence the essential question we should be aware of is, how to support learners to become knowledgeable, able to solve real life problems, using digital tool and above all support competence to learning to learn.

The target of a the two year ERASMUS+ KEYCOLAB- project is to develop practices to support both teachers and students in learning key competences. This project deals with common key competences in primary education in five European countries (UK, ROM, SPA, BEL, and FI) in the framework of KEYCOLAB project. In the KEYCOLAB-project teachers are seen as key agents in the successful implementation of competence-based education (Caena 2011; Gordon 2009). Teachers are facilitated to understand the impact of their work in

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<sup>1</sup> "The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



everyday school practice. Teachers are considered as adaptive experts who are diagnosing their students and looking for feedback during learning and who make use of that feedback in developing further their teaching processes (Hattie 2012). Teaching and learning is considered as complicated interaction taking place in specific learning environment.

## 2.- Goals of the Teacher Training program

The goals are:

G1: Develop a common understanding of key competences

G2: Applying theoretical and practical knowledge regarding key competences

G3: Fostering learning to learn, especially reflection skills

G4: Supporting teachers' efficacy concerning key competencies

G5: Promoting collaborative working among teachers

G6: Developing appropriate professional attitude

G7: Developing teaching and learning practices in everyday school context concerning key competences

**Table1: Goals distribution module by module**

Goals	Modules
G1: Develop a common understanding of key competences	M1
G2: Applying theoretical and practical knowledge regarding key competences	M2, M3
G3: Fostering learning to learn, especially reflection skills	M4
G4: Supporting teachers' efficacy concerning key competencies	M1, M2, M3
G5: Promoting collaborative working among teachers	M2, M3, M4



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G6: Developing appropriate professional attitude	M1
G7: Developing teaching and learning practices in everyday school context concerning key competences	M3, M4

### 3.- Structure

The modules chosen in order to develop the Teacher Training program as an all are:

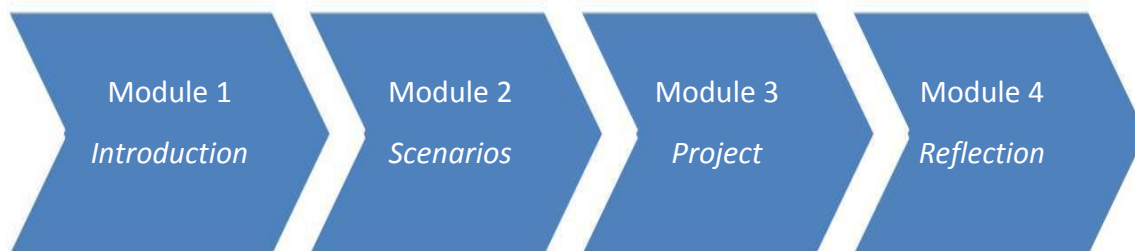
M1: Introducción

M2: Scenarios

M3: Project

M4: Reflection

Picture 1. Flow of modules



### 4.- Characteristics of learning environment supporting acquisition of key competences

Learning environments play an important role in supporting students to learn key competences in primary school. By learning environment we mean the physical, social, and emotional environment in which learning takes place in schools. In our KEYCOLAB teacher training we want to emphasize following design principles which can be applied in teacher training (Tynjälä et al. 2016). First, membership and belonging to a small group is created



among the teachers in order to make use of peer support, mentoring, and shared teaching. Second, teachers are supported to be active in participation e. g. developing a scenario, conducting a project in giving and receiving feedback. Third, reflection on practical experiences with the help of theoretical knowledge and conceptual tools is facilitated by observations, learning logs and portfolio work. In sum, the above mentioned characteristics of learning environments can also be applied in designing learning environments for primary school pupils.

## 5.-The role of teacher in supporting key competences

One leading idea behind our KEYCOLAB teacher training is the research tradition on expertise (Hakkarainen et al., 2004), especially, on teacher expertise. Teacher expertise can be described to consist of following elements: 1) theoretical 2) practical 3) regulative (learning to learn) and sociocultural (Bereiter 2002; Tynjälä 2012; 2016). Theoretical knowledge can be seen as conceptual and explicit whereas practical knowledge is often implicit, being embedded in skills (Tynjälä et al. 2016). So KEYCOLAB teacher training will first offer teachers the possibility to deal with the theoretical basis concerning key competences, especially the role of teacher, student and the characteristics of learning environment supporting learning of key competences. Teachers are given support from trainer and other teachers participating in the KEYCOLAB course. Teachers can be described as reflective practitioners who actively and critically deploy scientific, theoretical, knowledge to inform practice (Caena 2011). Teachers are expected to have critical and responsive attitudes to innovation and professional improvement such as learning to support key competences (Hagger & McIntyre 2006; Caena 2011).

In order to develop professional competence the integration of theoretical and practical knowledge is essential (Tynjälä et al. 2016). Teachers need time to study, think and “experiment” new ideas in classroom setting. It is difficult to see effects of new ideas without practicing. Teachers are supported not to be afraid of making wrong pedagogical solutions, but learning from these previous “errors” is emphasized. Because of that KEYCOLAB teacher training program offers the participating teachers the possibility to conduct a small-scale “project” in their own school setting and share ideas with colleagues.

The next important constituent of teacher expertise is self-regulative knowledge and skills, here called learning to learn. Teachers are supported for conscious reflection on their own activities and impact on student learning. Reflection can be seen as a process of self-



examination and self-evaluation that teachers should engage in regularly in order to improve their professional practice (Husu et al. 2008).

The fourth component of teacher expertise is socio-cultural knowledge and skills embedded in social practice and tools and artefacts used in teaching practices in everyday classroom (Hakkarainen et al 2004). Also multi-literacy, competence in using different texts and visualizations and media facilitating individual and group learning belongs to sociocultural component. The core of teachers' work is providing guidance in learning, which is an interactive process (Tynjälä et al. 2016). The key competence approach therefore requires a change of paradigm from traditional teacher-centered to student-centered learning and necessitates a revision of the role of teachers (Gordon et al). 2009).



## 6.- Special approach for KEYCOLAB

The approach how key competences are implemented into the national curriculum differs a lot. Also the national key competences in the national or regional curriculum are different (see KEYCOLAB CASE STUDY). Regarding the survey done in May 2016 the time frame for the teacher training differs between the partners from 6 hours to 40 hours. Additionally the educational background of primary school teachers varies a lot. The course is partly traditional face to face training and it partly offers the opportunity for blended learning. The training program is designed for 40 hours. The course can be adapted to the needs of the participating teachers, but there should be at least a project made by teachers and four hours of face to face lessons (see Appendix time schedule).

## 7.- General organization and the monitoring

### 7.1.- Time Schedule

	Time Schedule	hours
1.	Module 1: Introduction	6h
2.	Module 2: Scenarios	6h
3.	Module 3: Project	20h
4.	Module 4: Reflection	5h
	<b>Sum</b>	<b>39h-40h</b>

### 7.2.- The platform for the course

It is necessary to log Etwinning platform: <https://live.etwinning.net/unauthorized>

There we have a “Keycolab group”.





## 8. Evaluation of TT

The individual learning and reflection logs, questionnaires and templates (all the products) and a summary is generated and collected in a portfolio. This is presented by every teacher. Evaluating the effectiveness of the project concerning the goals both the individual and the collaborative levels are important to put into consideration.

Reflection is based on writing and an efficient method for learning and developing the learning to learn competence. Reflection supports the teacher to foster the learning to learn competence and to develop an appropriate professional attitude. A portfolio of the course is generated.



## Appendix

### Templates / Questionnaires

The Templates and the questionnaires could be found in another especial folder.

### List of Documents for the training

D1.1 KEYCOLAB PROJECT: <https://sites.google.com/a/niekastolak.com/key-colab/keycolab-project>

D1.2 RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&from=ES>

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D1.3 GLOSSARY OF KEYCOLAB: <https://sites.google.com/a/niekastolak.com/key-colab/glossary>

D2.1: <https://www.youtube.com/watch?v=LMCZvGesRz8> video about PBL.

D2.2: Project based Learning: [https://en.wikipedia.org/wiki/Project-based\\_learning](https://en.wikipedia.org/wiki/Project-based_learning) (Elements)

D2.3 Keyconet: PBL:

[http://keyconet.eun.org/c/document\\_library/get\\_file?uuid=d2e33016-9c19-4901-aa00-5d25c5d734f2&groupId=11028](http://keyconet.eun.org/c/document_library/get_file?uuid=d2e33016-9c19-4901-aa00-5d25c5d734f2&groupId=11028)

D3.1: Procedure to design a Project. <https://sites.google.com/a/niekastolak.com/blok--tac/d-txantilioia>

D3.2 : <https://sites.google.com/a/niekastolak.com/blok-proiektua-english/projects-library>



## Literature recommendations

Ananiadou, K. and M. Claro (2009). "21st Century Skills and Competences for New Millennium Learners in OECD Countries", OECD Education Working Papers, No. 41, OECD Publishing.

Caena, F. (2011). Literature review-Teachers' core competences: requirements and development. European Commission Thematic Working Group 'Professional Development of Teachers' (Brussels, European Commission).

De-Juanas Oliva, Á., Martín del Pozo, R., & Pesquero Franco, E. (2016). Teaching competences necessary for developing key competences of primary education students in Spain: teacher assessments. *Teacher Development*, 20(1), 123-145.

Eurydice, European Commission/EACEA/Eurydice, 2012. *Developing Key Competences at School in Europe: Challenges and Opportunities for Policy*. Eurydice Portfolio. Luxembourg: Publications Office of the European Union.

Le Deist, F. D., & Winterton, J. (2005). What is competence?. *Human resource development international*, 8(1), 27-46.

López-Goñi, I. & Goñi Zabala, JM (2014). *Hacia un curriculum guiado por las competencias. Propuestas para la acción*. UPNA (Navarra).

Rychen, D. S., & Salganik, L. H. (Eds.). (2003). *Key competencies for a successful life and well-functioning society*. Hogrefe Publishing.

Wim Westera (2001) *Competences in education: A confusion of tongues*, *Journal of Curriculum Studies*, 33:1, 75-88.

National and regional curricula.

[http://ec.europa.eu/education/policy/school/competences\\_en](http://ec.europa.eu/education/policy/school/competences_en)



**Material for scenario-ideas:**

Some links to videos:

[http://www.clohe-movingtoys.eu/www/Home\\_EN/Home.htm](http://www.clohe-movingtoys.eu/www/Home_EN/Home.htm)

<http://www.artined.eu/>

<http://www.popullar.eu/>

or descriptions

<http://www.artined.eu/use-case-scenarios.html>

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# **First module M1**

## ***Introduction of the course***

### **Table of Contents**

- 1.- Introduction**
- 2.- Goals**
- 3.- List of contents**
- 4.- Setting and structure of sessions.**
- 5.- Tasks and documents**
- 6.- Evaluation of the module**

### **Appendix**



## 1.- Introduction

The module 1 has two parts. In the first part the course and the general set-up are introduced, discussed and adapted to the needs of the teachers. In the second part the scientific background of the key competences and their implementation is discussed. Teachers become also familiar with the current EU-policies and guidelines concerning key competences.

## 2.- Goals

A common understanding of key competences is developed. The teachers are aware of the concept, the value and the implementation of key competences. They know the approaches how key competences are implemented into the curriculum and what the key competences require from the schools and the teachers. The teacher becomes aware about the significance of key competences and the scientific background of key competences. Furthermore, they know the significance of KEYCOLAB for this course.

The goals chosen for this module are

Goals	Task
G6: Developing appropriate professional attitude	T 1
G4: Supporting teachers' efficacy concerning key competencies	T2, T3
G1: Develop a common understanding of key competences	T2 and T3



### 3.- List of contents

- Introducing KEYCOLAB
  
- Overview over the training course: explaining the goals, the timeframe, requirements, set-ups, etc. of the teacher training.
  
- “Warm up” or “Get together” (introductions, game...).
  
- Discussion of the main focuses of the course.
  
- Introducing the learning and reflection log and start working with it.
  
- Proposal for core points to be discussed:
  - What is new in the actual/EU/national/regional key competence approach?
  - What differs from the traditional concept?
  - How do the key competences face the future requirement of the society in the future for the students?
  - What are the challenges for teachers to teach key competences?
  - How the key competences deal with the social changes in the society?
  - How the cooperation between teachers should be arranged to teach the key competences especially the transversal competences?
  - How to evaluate key competences?
  - What are the roles of the teachers and the learners?



## 4.- Setting and structure of the module

### Setting

The course starts with an overview and the main goals of the course. The KEYCOLAB project is presented. The teachers deal with the theoretical background, the policies and the curriculum concerning key competences. Furthermore, the teachers' previous knowledge and attitudes towards the key competences are discussed. Also the expectations concerning the KEYCOLAB training will be discussed and taken into account in customizing the final set-up due to course settings. The concept of the learning and reflection log is presented. A Pre-evaluation (self-efficacy and competences) is conducted.

### Structure of the module

	Face to face	Online	Time
Presentation of the course, of the platform and of the first module and brief comment of documents of this module. Pre-evaluation Task1: Pre-evaluation			30m
Task 2: Read the attached document and questions to answer D1.1 KEYCOLAB PROJECT. Q1.1: Questionnaire			1 h
Task 3: Read the attached document and questions to answer D1.2.1 RECOMMENDATION OF THE EUROPEAN PARLIAMENT D1.2.2 Keycolab and Competences (presentation) Q1.2: Questionnaire			1 h 30m
Task4; Read the attached document and questions to answer D1.3: GLOSSARY OF KEYCOLAB. Q1.2: Questionnaire			1h
Task 5: Self evaluation and reflection log			1 h
Time used in feed-back analysis (Forum and e-mail)			1 h
			<b>6 h</b>





## 5.- Tasks

TASK1		
Description	Documents	Product
<ul style="list-style-type: none"> <li>- Introduction to the course and presentation of main aims</li> <li>- Presentation of the documents and the platform that will be used in the course (eTwining group: Keycolab Key Competences in Primary School)</li> </ul>	<p><b>Pre-evaluation.</b></p> <p><b>Template 1- NIE</b> Questionnaire Pre-evaluation in the beginning of the course.</p>	P1: Pre-evaluation fulfilled

TASK2		
Description	Documents	Product
<ul style="list-style-type: none"> <li>- Read the attached document and answer Q1.1 questionnaire</li> </ul>	<p><b>Document to consult:</b></p> <p>D1.1 KEYCOLAB PROJECT: <a href="http://keycolab.nieikastolak.com/">http://keycolab.nieikastolak.com/</a></p> <p>Appendix</p> <p>Q1 Questionnaire Appendix</p>	P2: Q1.1 fulfilled



TASK3		
Description	Documents	Product
<p>- Read the attached document and answer Q1.2 questionnaire</p>	<p><b>Document to consult:</b></p> <p>D1.2.1 RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning  <a href="http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&amp;from=ES">http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&amp;from=ES</a>                      Page: L 394/11                      Appendix</p> <p>D1.2.2 Keycolab and Competencies (presentation) and Keycolab and Competences:  <a href="https://goo.gl/tBx1vi">https://goo.gl/tBx1vi</a>                      Q1.2 questionnaire                      Appendix</p>	<p>P3: Q1.2 questionnaire fulfilled</p>

TASK4		
Description	Documents	Product
<p>- Read the attached document and answer Q3 questionnaire</p>	<p><b>Document to consult:</b></p> <p>D1.3 GLOSSARY OF KEYCOLAB  <a href="https://goo.gl/kklTlx">https://goo.gl/kklTlx</a>                      Appendix</p>	<p>P4: Q1.3 questionnaire fulfilled</p>



	Q1.3 questionnaire Appendix	
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TASK5		
Description	Documents	Product
<ul style="list-style-type: none"> <li>- To complete the Self-evaluation and reflection log. Write your discussion in the forum.</li> </ul>	<p><b>Document to consult:</b></p> <p>Template 2: Self evaluation Appendix</p>	<p>P5: Self evaluation fulfilled and reflection log of this module</p>



## 6.- Evaluation of the module

The list of products of this module that would be collected for the portfolio is:

- **P1: Pre-evaluation fulfilled / Template 1**
- **P2: Q1.1 fulfilled**
- **P3: Q1.2 fulfilled**
- **P4: Q1.3 fulfilled**
- **P5: Self evaluation and reflection log (of this module) / Template 2**

## Appendix

### DOCUMENTS:

- D1.1 KEYCOLAB PROJECT: <https://sites.google.com/a/nieikastolak.com/key-colab/keycolab-project>
- <https://docs.google.com/a/nieikastolak.com/viewer?a=v&pid=sites&srcid=bmllaWthc3RvbGFrLmNvbXxrZXktY28tbGFifGd4OjlxMzk1N2EzOTc0ZmU4NzE>
- D1.2 RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&from=ES>  
Page: L 394/11
- D1.2.1 Keycolab and Competencies (power point): <https://goo.gl/tBx1vi>
- D1.3 GLOSSARY OF KEYCOLAB: <https://sites.google.com/a/nieikastolak.com/key-colab/glossary>



**QUESTIONNAIRES:**

<b>Q1.1: Questionnaire</b>
<b>1. Are the main aims of the Keycolab project meaningful for your professional practice as a teacher?</b>
<b>2. What are the challenges for teachers to teach key competences?</b>
<b>3. How the cooperation between teachers should be arranged to teach the key competences especially the transversal competences?</b>



**Q1.2: Questionnaire**

**1. Which do you think that is the main reason behind the recommendation of the European Parliament on key competences?**

**2. What is new in the actual/EU/national/regional key competence approach?**

- **What differs from the traditional concept?**

**3. How do the key competences face the future requirement of the society in the future for the students?**

**4. How the key competences deal with the social changes in the society?**

**5. What are the roles of the teachers and the learners?**





**Q1.3: Questionnaire**

**1. In the Glossary you have the definition of Key Competence. Read it carefully and indicate the main elements of which it is composed.**

**2. Remember three teaching contents (one per row) that you have worked recently with your students and propose a competence for each and relate these with the Key Competencies with which it is linked.  
In the first row below you have an example:**

Knowledge	Competence	KC1	KC2	KC3	KC4	KC5	KC6	KC7	KC8
Procedure for drafting a letter	Write a letter to a family member you have not seen for a long time, showing interest in him/her, and send it by email.	x			x		x		

KC1. Communication in the mother tongue; KC2. Communication in foreign languages; KC3. Mathematical competence and basic competences in science and technology; KC4 .Digital competence; KC5. Learning to learn; KC6. Social and civic competences; KC7. Sense of initiative and entrepreneurship; KC8. Cultural awareness and expression





## **Second module M2**

### ***Scenarios. Curriculum: knowledge and competences. Project based learning***

#### **Table of Contents**

**1.- Introduction**

**2.- Goals**

**3.- List of contents**

**4.- Setting and structure of the module**

**5.- Tasks and documents**

**6.- Evaluation of the module**

#### **Appendix**



## 1.- Introduction

This module prepares the teachers for the project work. A scenario is a series of actions outlining a learning process. The purpose of the scenario is to explain ideas how to teach and learn key competences in everyday learning and teaching situations at school. The scenario describes in a sketchy way the objectives, the tools and the learning materials, the subjects, the participants and the roles of the participants, the methods and instructions, the tasks and the learning environment. The sharing of ideas and knowledge is essential for a learning community. Collaboration skills are essential. During this module the teachers will develop some of the scenarios so that the scenarios can be a basis for the project work.

## 2.- Goals

Working on scenarios promotes the collaborative working. The goal is to brainstorm both more traditional and very innovative ideas and approaches how to teach and learn key competences in everyday classroom practices. Furthermore, the goal is to improve these ideas and approaches so that some of them are the basis for the next module project work. A cycle of creating, elaborating, giving and receiving feedback is set up. The teachers can select their scenarios regarding their individual challenges and the support from the colleagues.

The goals chosen for this module are

Goals	Task
G2: Applying theoretical and practical knowledge regarding key competences	T1 T3
G4: Supporting teachers' efficacy concerning key competencies	T2, T3
G5: Promoting collaborative working among teachers	T2



### 3.- List of contents

- Integrated curriculum: knowledge and competences.
- The methods and instructions. Project Based Learning
- Scenarios ideas
- The objectives
- The tools and the learning materials
- The subjects
- The participants and the roles of the participants
- The tasks
- The time schedule
- The learning environment



## 4.- Setting and structure of sessions

### Setting

The teachers come to the course with their experiences and ideas for improvement concerning teaching and learning transversal key competences. These practices and knowledge from the teachers are collected, systematized and used for the basis of the project. A scenario is a good and short way to explain the main idea and approach to the other teachers and share it. The scope for the scenario defines, e.g. how many key competences and which of the key competences should be included; which grade and how many and maybe which subjects. In some cases the theme and time can be provided and can cause restrictions (e.g. “newspaper week”, “Sustainable development and energy”, “David Bowie”, “Dancing and singing performance in the break”). Through the presentations and discussions of the scenarios ideas and approaches will be developed and customized. The scenarios are elaborated and the most appropriate ones will be further developed and prepared to be basis for a project.

### Structure of the Module

	Face to face	Online	Time
Task 1: Watch the attached video, discuss with colleagues and use the questionnaire to discuss with them. D2.1 Video about Problem Based learning (3:49') Q2.1 Questionnaire			1 h
Task 2: Read the attached document and questions to answer D2.2 Document about PBL Q2.2: Questionnaire			1 h
Task3: Read and questions to answer D2.3 Document about the methodology of projects Q2.3: Questionnaire			1h
Task 4: Self evaluation and reflection log. Write your discussion points in the forum			1 h
Time used in feed-back analysis (Forum and e-mail)			1 h
			<b>6 h</b>



## 5.- Tasks and documents

TASK1		
Description	Documents	Product
<p>- There is a video which explains the mains characteristics of the methodology of PBL</p> <p>(Individual activity)</p>	<p>D2.1:  <a href="https://www.youtube.com/watch?v=LMCZvGesRz8">https://www.youtube.com/watch?v=LMCZvGesRz8</a> video about PBL (3:49')</p> <p>Appendix</p> <p>Q.21: Questionnaire Appendix</p>	<p>P6: Q.2.1 fulfilled</p>

TASK2		
Description	Documents	Product
<p>- This document explains some inspiring ideas about what a project is and its characteristics, structure, elements, etc.</p> <p>(Group activity)</p>	<p>D2.2: Project based Learning:  <a href="https://en.wikipedia.org/wiki/Project-based_learning">https://en.wikipedia.org/wiki/Project-based_learning</a>                      (Elements)</p> <p>Appendix</p> <p>Q.22: Questionnaire Appendix</p>	<p>P7: Q.2.2 fulfilled</p>



TASK3		
Description	Documents	Product
<ul style="list-style-type: none"> <li>- Read the D2.3 (case studies) and choice your project.</li> </ul> (Individual activity)	D2.3: Document. <a href="http://keyconet.eun.org/c/document_library/get_file?uuid=d2e33016-9c19-4901-aa00-5d25c5d734f2&amp;groupId=11028">http://keyconet.eun.org/c/document_library/get_file?uuid=d2e33016-9c19-4901-aa00-5d25c5d734f2&amp;groupId=11028</a> (Case studies) Appendix  Q2.3: Questionnaire Appendix	P8: Q2.3 fulfilled

TASK4		
Description	Documents	Product
<ul style="list-style-type: none"> <li>- Complete Self evaluation and reflection log.</li> <li>- Write your discussion points in the forum</li> </ul>	<b>Document to consult:</b>  Template 2: Self evaluation Appendix	P9: Self evaluation fulfilled and reflection log of this module

## 6.- Evaluation of the module

The list of products of this module that would be collected for the portfolio is:

- **P6: Q2.1 fulfilled**
- **P7: Q2.2 fulfilled**
- **P8: Q2.3 fulfilled**
- **P9: Self evaluation and reflection log (of this module) / Template 2**



## Appendix

### DOCUMENTS:

- D2.1: <https://www.youtube.com/watch?v=LMCZvGesRz8> video about PBL.
- D2.2: Project based Learning: [https://en.wikipedia.org/wiki/Project-based\\_learning](https://en.wikipedia.org/wiki/Project-based_learning) (Elements)
- D2.3: [http://keyconet.eun.org/c/document\\_library/get\\_file?uuid=d2e33016-9c19-4901-aa00-5d25c5d734f2&groupId=11028](http://keyconet.eun.org/c/document_library/get_file?uuid=d2e33016-9c19-4901-aa00-5d25c5d734f2&groupId=11028) (Case studies)



**QUESTIONNAIRES:**

Q2.1: Questionnaire / Individual			
<p><b>1. What is the difference between a knowledge learning outcome (knowledge) and a competence learning outcome? Is clear for you the difference between them? Explain it.</b></p>			
<p><b>2. In this video they are different situation: “Making soap” and “Avoiding the flu”. Indicates others three situations/themes that are appropriate for a project that develops competences.</b></p>			
Situations/themes			
1. Situation			
2. Situation			
3. Situation			
<p><b>3. Which are the mainly related domains for each situation?</b></p>			
Situations/themes	Personal	Social	Academic
1. Situation			
2. Situation			
3. Situation			





<b>4. How realistic is the situation/them?</b>	
Situations/themes	- How realistic is the situation/them?
1. Situation	
2. Situation	
3. Situation	
<b>5. Is the situation meaningful for the children?</b>	
Situations/themes	Is the scenario meaningful for the children?
1. Situation	
2. Situation	
3. Situation	
<b>6. Is this situation suitable for the integration of different subjects?</b>	
Situations/themes	Is this situation suitable for the integration of different subjects?
1. Situation	
2. Situation	
3. Situation	



**7. Write some thoughts that you would like to share.**



**Q2.2: Questionnaire / Group**

1. Taking into account the core idea about what Project Based Learning is, discuss with your colleagues about the elements that are listed below.

**Comprehensive project-based learning:**

- Is organized around an open-ended driving question or challenge.
- Creates a need to know essential content and skills.
- Requires inquiry to learn and/or create something new.
- Requires critical thinking, problem solving, collaboration, and various forms of communication, often known as "21st Century Skills"
- Allows some degree of student voice and choice.
- Incorporates feedback and revision.

**Results in a publicly presented product or performance**

2. Write down your reflections:



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**Q2.3: Questionnaire**

**1. Describe shortly the content of the project that you have chosen**

**Title: ...**

**Description: ...**



**Template 2-NIE:** Teachers' learning and reflection and reflection log

- Every teacher writes a learning and reflection log reflecting following items:

	Your reflections and logs
<i>What did I learn so far?</i>	
<i>What is new for me?</i>	
<i>What I like to improve?</i>	
<i>What kind of ideas have I gotten during the module, which I like to try out?</i>	
<i>How efficient is the collaboration basis between teachers for you?</i>	
<i>What is my assumption regarding my input into the community of teachers?</i>	
<i>In what sense the module will be useful?</i>	



# **Third Module (M3)**

## ***Project***

### **Table of Contents**

- 1.- Introduction**
- 2.- Goals**
- 3.- List of contents**
- 4.- Setting and structure of the module**
- 5.- Tasks and documents**
- 6.- Evaluation of the module**

### **Appendix**



## 1.- Introduction

In module 2 the teachers present their scenarios with their ideas and approaches concerning learning and teaching of key competences. Therewith the basis of a project was generated. In Module 3 the teachers plan and realize the project in everyday school context. The teachers develop their teaching and learning concerning key competences by preparing a project. This project will be experienced in class, enhancing the reflective practices of teachers, e.g. self-evaluation and peer reviewing (if possible). Furthermore, the feedback method promotes the collaborative working. The pupils learn concerning the learning goals set by the project.

## 2.- Goals

The teachers plan and realize a project. The teachers develop their teaching and learning concerning key competences by doing. They enhance their reflective practices; furthermore, the feedback method promotes the collaborative working. The pupils learn concerning the learning goals set by the project.

The goals chosen for this module are

Goals	Task
G2: Applying theoretical and practical knowledge regarding key competences	T2, T3, T4, T5
G4: Supporting teachers' efficacy concerning key competencies	T1, T5
G5: Promoting collaborative working among teachers	(It depends of every group organization)
G6: Developing teaching and learning practices in everyday school context concerning key competences	T2, T3, T4, T5



### 3.- List of contents

- General data of a Project:
- Theme, title, brief description, stage...
- Previous knowledge
- Subjects and competences
- Individual work and collaborative work
- Resources
- Main structure of the project: initial tasks, development tasks, final tasks
- Structure of a tasks: objective, description, resources, products, evaluation criteria
- Evaluation: Portfolio. self evaluation, peer evaluation and student's evaluation
- Documenting the Project





## 4.- Setting and structure of the module

### Setting

The project is realized in collaboration with other teachers if possible. The teacher or group of teachers plans and organizes the project, designing the learning environment consisting of assignments, tools, learning materials and instructions. The project follows the plan. The teacher or group of teachers generates his/her own projects, which will be available in a public space (eTwinning platform, google sites, others).

Every teacher writes his/her project and receives feedback from the trainer and, if possible, from a colleague. At the same way, the teacher can be who gives the feedback to the colleague. It can be face to face or by the forum of the platform.

The self-evaluation and peer evaluation will be done in a report. This project report will be saved in the log file.

### Structure of the module

	Face to face	Online	Time
In that module teachers prepare a project of his own choice following the given procedure			1h
Task1: Enter the indicated website and analyze the template for a project: <a href="https://sites.google.com/a/nieikastolak.com/blok-proiektua-english/projects-library">https://sites.google.com/a/nieikastolak.com/blok-proiektua-english/projects-library</a> Questionnaire3.1			1h
Task2: General data of a Project: Theme, title, brief description, stage... - Previous knowledge - Subjects and competences - Individual work and collaborative work - Resources.			3h
- Task3: Main structure of the project: initial tasks, development tasks, final tasks - Structure of a tasks: Objective, description, resources, products, evaluation criteria			7h
Task4: Evaluation: Portfolio. Self evaluation, peer evaluation and student's evaluation - Documenting the Project.			3h
Task5: General overview and final revision of the Project			1h
Task6: Write your general impression If possible evaluate a colleague project.			1h



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(peer activity)			
- Task7: Upload your Project to a public space (eTwinning platform, google sites, others) and share it.			1h
Self evaluation and reflection log. Write your discussion points in the forum			1h
Time used in feed-back analysis (Forum and e-mail)			1h
			<b>20h</b>



## 5.- Task and documents

TASK1		
Description	Documents	Product
<p>- Enter the indicated website and analyze some requirements that are needed to prepare your project.</p> <p>(Individual activity)</p>	<p>3.1 Document: Website to consult  <a href="https://sites.google.com/a/niekastolak.com/blok-proiektua-english/projects-library">https://sites.google.com/a/niekastolak.com/blok-proiektua-english/projects-library</a>                      Appendix</p> <p>Q3.1 Questionnaire                      Appendix</p>	<p>P10: Q3.1 questionnaire fulfilled</p>

TASK2		
Description	Documents	Product
<p>- Following the procedure teachers write the items that are related in the Q.3.2 questionnaire (first part)</p> <p>(Individual or group activity)</p>	<p>3.1 Document: Website to consult (IAP: Integrated Applied Projects and added file)  <a href="https://goo.gl/3A6Jjk">https://goo.gl/3A6Jjk</a>                      Appendix</p> <p>Q3.2 Questionnaire                      Appendix</p>	<p>P11: Q3.2questionnaire fulfilled (first part)</p>

TASK3		
Description	Documents	Product
<p>- Following the procedure teachers write the items that are related in the Q.3.2 questionnaire (second part)</p> <p>(Individual or group activity)</p>	<p>3.1 Document: Website to consult (added file)  <a href="https://goo.gl/3A6Jjk">https://goo.gl/3A6Jjk</a>                      Appendix</p> <p>Q3.2 Questionnaire (second part)                      Appendix</p>	<p>P11: Q3.2questionnaire fulfilled (second part)</p>



TASK4		
Description	Documents	Product
<p>- Following the procedure teachers write the items that are related in the Q.3.2 questionnaire (third part)</p> <p>(Individual or group activity)</p>	<p>3.1 Document: Website to consult</p> <p>Appendix</p> <p>Q3.2 questionnaire (third part)</p> <p>Appendix</p>	<p>P11: Q3.2questionnaire fulfilled (third part)</p>

TASK5		
Description	Documents	Product
<p>- General overview and and final revision of the Project (Check the mains points of your project)</p> <p>(Individual or group activity)</p>	<p>3.1 Document: your project itself</p>	<p>P11: Q3.2questionnaire fulfilled in all his parts.</p>

TASK6		
Description	Documents	Product
<p>Write your general impression If possible evaluate a colleague project. (peer activity)</p>	<p>Template 2: self evaluation Template 4: peer evaluation (if possible)</p> <p>Appendix</p> <p>Template 2</p>	<p>P12 and 13: Template2 /3</p>



TASK7		
Description	Documents	Product
<ul style="list-style-type: none"><li>- Upload your Project to a public space (eTwinning platform, google sites, others) and share it.</li></ul>	Appendix	Name of your project in eTwinning or The web address or URL



## 6.- Evaluation of the module

The list of products of this module that could be collected for the portfolio is:

- **P10: Q2.1 fulfilled**
- **P11: Q2.3 fulfilled in all his parts**
- **P12: Self evaluation and reflection log (of this module) / Template 2**
- **P13: Peer evaluation (if it is the case) /Template 3**
- **Name of your project in eTwinning or Web address (URL) of the project**

## Appendix

### DOCUMENTS:

- D3.1: Examples: <https://sites.google.com/a/nieikastolak.com/blok-proiektua-english/projects-library>
- D3.2: Procedure to design a Project.  
<https://sites.google.com/a/nieikastolak.com/blok---tac/d-txantilioia>



**QUESTIONNAIRES:**

<b>Q3.1: Questionnaire / Individual</b>
<b>4. Which requirements are needed before starting to write your project?</b>
<b>5. Which Key Competences will be developed in your project?</b>
<b>6. Write your comments about the requirements of this Template:</b>



**Q3.2: Questionnaire / Individual or group activity**

**First part:**

Following the procedure, write these items:

- General data of the chosen Project  
Theme, title, brief description, stage...
- Previous knowledge
- Subjects and competences
- Individual work and collaborative work
- Resources

**Second part:**

Following the procedure write these items:

- Main structure of the project: initial tasks, development tasks, final tasks
- Structure of a tasks: objective, description, resources, products, evaluation criteria

**Third part:**

Following the procedure write these items:

- Evaluation: Portfolio, self evaluation, peer evaluation and student's evaluation
- Documenting the Project.

General overview and final revision of the Project.

Upload your Project to the eTwinning platform and share it.

Write your general impression here:





**Template 4. Peer evaluation (if it is the case) Feedback template**

	Item
1	<i>Mention three items which were well performed.</i>
2	<i>Mention two items which can be improved.</i>
3	<i>Which elements of his/her project can be a “good practice” in future?</i>



## **Fourth Module (M4)**

### ***Reflection***

#### **Table of Contents**

- 1.- Introduction**
- 2.- Goals**
- 3.- List of contents**
- 4.- Setting and structure**
- 5.- Task and documents**
- 6.- Evaluation of the module**

#### **Appendix**



## 1.- Introduction

In module 3 teachers performed a project and generated a portfolio. In module 4 the portfolios are prepared, presented and discussed. There are different tools for collecting information and evidences: Diary, logs, observation sheets, video coaching, etc. The portfolio is an interesting tool for evaluation.

The individual learning and reflection logs, questionnaires and templates (all the products) and a summary is generated and collected in a portfolio. This is presented by every teacher. Evaluating the effectiveness of the project concerning the goals both the individual and the collaborative levels are important to put into consideration.

## 2.- Goal

Reflection is based on writing and an efficient method for learning and developing the learning to learn competence. Reflection supports the teacher to foster the learning to learn competence and to develop an appropriate professional attitude. A portfolio of the course is generated.

The goals chosen for this module are

Goals	Task
G3: Fostering learning to learn, especially reflection skills	T1, T2, T3
G5: Promoting collaborative working among teachers	T2
G7: Developing teaching and learning practices in everyday school context concerning Key Competences	T1, T2, T3



### 3.- List of contents

- Professional Evaluation: self evaluation, peer evaluation, external evaluation.
- Professional Portfolio

### 4.- Setting and structure of the session and the module

#### Setting

The teachers prepare their individual learning and reflection portfolio so that every teacher can give a short presentation on the main points. The project portfolios are presented and discussed. Especially the item teaching and learning key competences and the pupils' view and experiences are underlined. Every teacher gives a short presentation on the main and most interesting points from his/her individual learning and reflection log. The course summary is generated and the evaluation is conducted.

#### Possible structure of the session

- **Preparation task:**
- Every teacher generates a summary of his/her individual products, learning and reflection log, and prepare his/her professional portfolio
- **Discussion:** The teacher or group of teacher discuss about the Key Competences and schools and presenting the portfolios.
- **Feedback:** Constructive feedback is given by the other teachers.
- The Final portfolio and possible best practices are created and saved and are sent to the trainer.



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## Structure of the module

	Face to face	Online	Time
Task1 Complete the Professional Portfolio for the course (Q4.1.- Questionnaire)			1h 30'
Task2 Present your portfolio and reflections to the group. Discuss with them and write a reflection about: - How can we improve our impact as teachers at the school Propose initiatives to: - Improve your professional competences needed to teach Key Competences. - Incorporate Key Competences into your daily practice (Q4.2.- Questionnaire)			3h
Task3 Send your final portfolio (adding the last reflection) to your trainer. Comment in the forum.			30'
			<b>5</b>

## 5.- Task and documents

TASK1		
Description	Documents	Product
- Read de goals of the course and Complete the Professional Portfolio for the course  (individual activity)	4.1 Document: Portfolio procedure Appendix  Q4.1 : Questionnaire	P13: The portfolio of the course



TASK2		
Description	Documents	Product
<p>Write a reflection about:</p> <ul style="list-style-type: none"> <li>- What would you ask for improving your professional competences needed to teach Key Competences at school?</li> <li>- And propose initiatives to improve</li> </ul> <p>(group activity)</p>	Q4.2: Questionnaire	P14: Q4.2 Fulfilled

TASK3		
Description	Documents	Product
<ul style="list-style-type: none"> <li>- Send to your Keycolab trainer your portfolio adding your last two reflections, comments and group discussion.</li> <li>- Write your reflections in the forum.</li> </ul>		<b>Final professional portfolio on Teacher Training course on Key Competencies</b>



## 6.- Evaluation of the module

The lists of products of this module that are compulsory to be collected for the portfolio are:

- **P13: Portfolio of the course**
- **P14: Q4.1 fulfilled**
- **P15: Q4.2 fulfilled**

## Appendix

- **Q4.1: Questionnaire for the portfolio (Individual)**
- **Q4.2: Questionnaire (individual and group activity)**



**Q4.1: Questionnaire for the portfolio (Individual)**

Read the goals that were proposed for your Training in key competences and collect all your products (templates and questionnaires) in this table. It will be useful for preparing your portfolio. **Take account of the goals to prepare your portfolio in the way you think can be clearer.**

**Table 4.1: Goals, modules and products reached module by module**

Goals	Modules	Products
<b>G1: Develop a common understanding of key competences</b>	M1	
<b>G2: Applying theoretical and practical knowledge regarding key competences</b>	M2, M3	
<b>G3: Fostering learning to learn, especially reflection skills</b>	M4	
<b>G4: Supporting teachers' efficacy concerning key competencies)</b>	M1, M2, M3	
<b>G5: Promoting collaborative working among teachers</b>	M2, M3, M4	
<b>G6: Developing appropriate professional attitude</b>	M1	
<b>G7: Developing teaching and learning practices in everyday school context concerning key competences</b>	M3, M4	





### Q4.2: Questionnaire (individual and group activity)

Present briefly your portfolio and reflections to the group.

Discuss with them and write a reflection about:

<p><b>Present your portfolio and reflections to the group. Discuss with them and write a reflection about:</b></p>	
<p>- <b>Reflection about the effectiveness of the project concerning the goals both the individual and the collaborative levels</b></p>	<p><b>1.-Individual 2.-Collaborative</b></p>
<p>- <b>How can we improve our impact as teachers at the school</b></p>	<p><b>1.- 2.- 3.-</b></p>
<p><b>Propose initiatives to:</b></p>	
<p>- <b>Improve your professional competences needed to teach Key Competences.</b></p>	<p><b>1.- 2.- 3.-</b></p>
<p>- <b>Incorporate Key Competences into your daily practice</b></p>	<p><b>1.- 2.- 3.-</b></p>
<p><b>Other discussions and reflections</b></p>	<p><b>1.- 2.- 3.-</b></p>



## TT- Questionnaires

### First module M1

#### *Introduction of the course*

##### Q1.1: Questionnaire

4. Are the main aims of the Keycolab project meaningful for your professional practice as a teacher?

5. What are the challenges for teachers to teach key competences?

6. How the cooperation between teachers should be arranged to teach the key competences especially the transversal competences?



<b>Q1.2: Questionnaire</b>
<b>6. Which do you think that is the main reason behind the recommendation of the European Parliament on key competences?</b>
<b>7. What is new in the actual/EU/national/regional key competence approach?</b>  - <b>What differs from the traditional concept?</b>
<b>8. How do the key competences face the future requirement of the society in the future for the students?</b>
<b>9. How the key competences deal with the social changes in the society?</b>
<b>10. What are the roles of the teachers and the learners?</b>



**Q1.3: Questionnaire**

**3. In the Glossary you have the definition of Key Competence. Read it carefully and indicate the main elements of which it is composed.**

**4. Remember three teaching contents (one per row) that you have worked recently with your students and propose a competence for each and relate these with the Key Competencies with which it is linked.  
In the first row below you have an example:**

Knowledge	Competence	KC1	KC2	KC3	KC4	KC5	KC6	KC7	KC8
Procedure for drafting a letter	Write a letter to a family member you have not seen for a long time, showing interest in him/her, and send it by email.	x			x		x		

KC1. Communication in the mother tongue; KC2. Communication in foreign languages; KC3. Mathematical competence and basic competences in science and technology; KC Digital competence; KC5. Learning to learn; KC6. Social and civic competences; KC7. Sense of initiative and entrepreneurship; KC8. Cultural awareness and expression



## Second module M2

### *Scenarios. Curriculum: knowledge and competences. Project based learning*

#### Q2.1: Questionnaire / Individual

7. What is the difference between a knowledge learning outcome (knowledge) and a competence learning outcome? Is clear for you the difference between them? Explain it.

8. In this video they are different situation: “Making soap” and “Avoiding the flu”. Indicates others three situations/themes that are appropriate for a project that develops competences.

Situations/themes	
4. Situation	
5. Situation	
6. Situation	

9. Which are the mainly related domains for each situation?

Situations/themes	Personal	Social	Academic
8. Situation			
9. Situation			
10. Situation			



**11. How realistic is the situation/them?**

Situations/themes	How realistic is the situation/them?
4. Situation	
5. Situation	
6. Situation	

**12. Is the situation meaningful for the children?**

Situations/themes	Is the scenario meaningful for the children?
4. Situation	
5. Situation	
6. Situation	

**13. Is this situation suitable for the integration of different subjects?**

Situations/themes	Is this situation suitable for the integration of different subjects?
4. Situation	
5. Situation	
6. Situation	



**14. Write some thoughts that you would like to share.**



**Q2.2: Questionnaire / Group**

3. Taking into account the core idea about what Project Based Learning is, discuss with your colleagues about the elements that are listed below.

**Comprehensive project-based learning:**

- Is organized around an open-ended driving question or challenge.
- Creates a need to know essential content and skills.
- Requires inquiry to learn and/or create something new.
- Requires critical thinking, problem solving, collaboration, and various forms of communication, often known as "21st Century Skills"
- Allows some degree of student voice and choice.
- Incorporates feedback and revision.

**Results in a publicly presented product or performance**

4. Write down your reflections:





**Q2.3: Questionnaire**

**1. Describe shortly the content of the project that you have chosen**

**Title: ...**

**Description: ...**



## Third Module (M3)

### *Project*

**Q3.1: Questionnaire / Individual**

**10. Which requirements are needed before starting to write your project?**

**11. Which Key Competences will be developed in your project?**

**12. Write your comments about the requirements of this Template:**



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**Q3.2: Questionnaire / Individual or group activity**

**First part:**

Following the procedure, write these items:

- General data of the chosen Project  
Theme, title, brief description, stage...
- Previous knowledge
- Subjects and competences
- Individual work and collaborative work
- Resources

**Second part:**

Following the procedure write these items:

- Main structure of the project: initial tasks, development tasks, final tasks
- Structure of a tasks: objective, description, resources, products, evaluation criteria

**Third part:**

Following the procedure write these items:

- Evaluation: Portfolio, self evaluation, peer evaluation and student's evaluation
- Documenting the Project.

General overview and final revision of the Project.

Upload your Project to the eTwinning platform and share it.

Write your general impression here:



## Module 4 (M4)

### *Reflection*

#### Q4.1: Questionnaire for the portfolio (Individual)

Read the goals that were proposed for your Training in key competences and collect all your products (templates and questionnaires) in this table. It will be useful for preparing your portfolio. **Take account of the goals to prepare your portfolio in the way you think can be clearer.**

**Taula:** Goals, modules and products reached module by module

Goals	Modules	Products
<b>G1: Develop a common understanding of key competences</b>	M1	
<b>G2: Applying theoretical and practical knowledge regarding key competences</b>	M2, M3	
<b>G3: Fostering learning to learn, especially reflection skills</b>	M4	
<b>G4: Supporting teachers' efficacy concerning key competencies)</b>	M1, M2, M3	
<b>G5: Promoting collaborative working among teachers</b>	M2, M3, M4	
<b>G6: Developing appropriate professional attitude</b>	M1	
<b>G7: Developing teaching and learning practices in everyday school context concerning key competences</b>	M3, M4	



### Q4.2: Questionnaire (individual and group activity)

Present briefly your portfolio and reflections to the group.

Discuss with them and write a reflection about:

<p><b>Present your portfolio and reflections to the group. Discuss with them and write a reflection about:</b></p>	
<p>- <b>Reflection about the effectiveness of the project concerning the goals both the individual and the collaborative levels</b></p>	<p><b>1.-Individual</b> <b>2.-Collaborative</b></p>
<p>- <b>How can we improve our impact as teachers at the school</b></p>	<p><b>1.-</b> <b>2.-</b> <b>3.-</b></p>
<p><b>Propose initiatives to:</b></p>	
<p>- <b>Improve your professional competences needed to teach Key Competences.</b></p>	<p><b>1.-</b> <b>2.-</b> <b>3.-</b></p>
<p>- <b>Incorporate Key Competences into your daily practice</b></p>	<p><b>1.-</b> <b>2.-</b> <b>3.-</b></p>
<p><b>Other discussions and reflections</b></p>	<p><b>1.-</b> <b>2.-</b> <b>3.-</b></p>



## Templates (TT- NIE)

**Template 1-:** Questionnaire Pre-evaluation in the beginning of the course (NIE)

	Yes/Not/Why
<i>I feel confident understanding the theoretical background concerning key competences.</i>	
<i>I feel confident that I can conduct lessons supporting the learning of key competences.</i>	
<i>I feel confident that I can develop the key competences of the children.</i>	
<i>I feel confident that I can realize meaningful everyday learning environment for the students.</i>	
<i>I feel confident that I can collaborate with other teachers for the transversal approach in teaching of the key competences.</i>	
<i>I feel confident that I can teach the key competences according to the current requirements.</i>	
<i>Other comments:</i>	



**Template 2-:** Teachers' learning and reflection and reflection log

- Every teacher writes a learning and reflection log reflecting following items:

	Your reflections and logs
<i>What did I learn so far?</i>	
<i>What is new for me?</i>	
<i>What I like to improve?</i>	
<i>What kind of ideas have I gotten during the module, which I like to try out?</i>	
<i>How efficient is the collaboration basis between teachers for you?</i>	
<i>What is my assumption regarding my input into the community of teachers?</i>	
<i>In what sense the module will be useful?</i>	



**Template 3: self- evaluation**

Every teacher writes a reflection log reflecting following items:

	Your reflections and logs
<i>Mention three items which were well performed.</i>	
<i>Mention two items which can be improved.</i>	
<i>Which elements of your project can be a “good practice” in future?</i>	





**Template 4. Peer evaluation (if it is the case) Feedback template**

	Item
1	<i>Mention three items which were well performed.</i>
2	<i>Mention two items which can be improved.</i>
3	<i>Which elements of his/her project can be a “good practice” in future?</i>

