**Module 3: Overview**

**TEACHING FOR SUSTAINABILITY -**

**PLANNING, CONDUCTING AND EVALUATING LEARNING ACTIVITIES**

In Module 3 each participant will develop a learning activity plan considering all relevant aspects for discovering a sustainable mindset in learners. After a critical reflection and improvements of the learning activity plan the lesson(s) or training activities will be conducted and evaluated with view to the relevant criteria to support a sustainable mindset in vocational training.

The following steps guide participants online to develop, conduct and evaluate an [innovative learning](https://www.eduacademy.at/phagrarumwelt/mod/resource/view.php?id=77509) activity based on the "ProfESus - Learning activity plan template".

**STEP 1.1: PLANNING / CASE IDENTIFICATION**

|  |  |
| --- | --- |
| **Competence** | The educator is able to select appropriate competences in the   preferred subject based on didactic aspects. |
| **Challenges** | Choose **subject competences**, how to focus on planning your   learning activity, which should be linked to professional aspects.  Consider useful materials: results of **Day 4 - Module 1** (Future   Learning Activity Planning and Case Studies). |
| **Time** | 2-6 hours, approximately |

**STEP 1.2: PLANNING / ANALYSIS**

|  |  |
| --- | --- |
| **Competence** | The educator is able to coordinate of subject competences, sustainability competences and the learning environment. |
| **Challenges** | Identify corresponding **sustainability competences**(see   document *UNECE - learners competences* in[**Module 3 - Sources**](https://www.eduacademy.at/phagrarumwelt/mod/folder/view.php?id=81043)) which are relevant to your subject focus.  Analyse available teaching resources, learning environment and possible alternatives. |
| **Time** | 1-4 hours, approximately |

**STEP 1.3: PLANNING / SELECTION**

|  |  |
| --- | --- |
| **Competence** | The educator is able to select appropriate teaching methodologies and materials. |
| **Challenges** | Consider and define **learners centered methods and appropriate supporting tools and sources** to achieve the subject related and sustainability related competences. |
| **Time** | 5-7 hours, approximately |

**STEP 2.1: ACTING / DEVELOPING**

|  |  |
| --- | --- |
| **Competence** | The educator understands and is able to create learning outcome-oriented learning processes. The educator is able to plan participatory and learner centered   education develops critical thinking and active citizenship. The educator is able to plan learning activities fostering creativity and innovation. The educator understands and is able to create learning and   transformation processes based on the experiences of learners to prepare learners to meet new challenges; |
| **Challenges** | Outline a **first model of the learning activity**. **Develop the goals**related to the competences, tasks, tools, methodologies and timing of the learning activity plan.  Also **prepare the materials**(learner and if possible   evaluation questionnaire, self assessment tool...) for evaluation of the conducted learning activity.  **Upload your first version**of the   learning activity plan to get feedback from your learning group and **give feedback**to minimum two other participants.  Consider the suggestions and ideas of your colleagues and **optimise your learning activity plan**. |
| **Time** | 15-30 hours, approximately |

**STEP 2.2: ACTING / TRAILING**

|  |  |
| --- | --- |
| **Competence** | The educator understands and is able to manage the outcome-oriented learning processes. The educator is able to facilitate participatory and learner centered   education that develops critical thinking and active citizenship. The educator is able to inspire creativity and innovation. The educator understands and is able to facilitate transformation   processes based on the experiences of learners to prepare learners to meet   new challenges. The educator is someone who engage with learners in a way that builds   positive relationships. |
| **Challenges** | **Perform this learning activity**plan   with your target group (learners) and evaluate the whole   teaching/learning process. |
| **Time** | 4-8 hours, approximately |

**STEP 3 OBSERVING / MONITORING and EVALUATION**

|  |  |
| --- | --- |
| **Competence** | The educator is able to reflect and evaluate the learning process and its   learning outcome. |
| **Challenges** | **Evaluate the learning activity plan**for a   better understanding of the learning outcome, the reaction of the learners,   the chosen methodologies, tools and sources and especially related to the improvement of the sustainable mindset of learners.  Please **report about your experiences and feelings**during   your learning activity in the [discussion forum](https://www.eduacademy.at/phagrarumwelt/mod/forum/view.php?id=80894). Add your contribution. |
| **Time** | 5-10  hours, approximately |

**STEP 4 REFLECTING / FINAL IMPROVEMENT of the LEARNING ACTIVITY PLAN**

|  |  |
| --- | --- |
| **Competence** | The educator is someone who is a critically and reflective practitioner. The educator is able to identify possibilities and solutions to improve the   personal teaching processes and the learning activity plan. |
| **Challenges** | Improve and finalise the learning activity plan. |
| **Time** | 5 - 10 hours, approximately |

Zuletzt geändert: Montag, 9. Juli 2018, 23:49